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ABSTRACT

Volume 6 of" The Prevention Researcher" contains three 12-page issues and one supplement. Issue Number 1 focuses on gambling, and contains the following articles: (1) "Gambling in the Family: The Hidden Addiction" (D. A. Abbott); (2) "Adolescent Gambling and Substance Use: The View from Texas" (L. Wallisch); (3) "Adolescent Gambling in Minnesota" (K. C. Winters and R. D. Stinchfield); (4) "Adolescent and Adult Sports Card Collectors" (J. M. Schaefer and M. J. Aasved); and (5) "Gambling Behaviors of American Indian and Non-Indian Adolescents" (D. Zitzow). Issue Number 2 focuses on guns and violence, and contains the following articles: (6) "African-American Adolescents' Responses to Perceived Gun Carrying by School Mates" (S. L. Martin, L. S. Sadowski, N. U. Cotten-Oldenburg, and D. R. McCarraher); (7) "Adolescent Substance Use, Gender, and the Risk of Violent Behavior" (C. P. Dukarm, R. S. Byrd, P. Auinger, and M. Weitzman); (8) "Starting a Youth Gun Violence Prevention Program in Your Community" (Office of Juvenile Justice and Delinquency Prevention); and (9) "The Aggression Cycle and Teacher Strategies for Prevention/Intervention" (B. S. Myles and R. L. Simpson). Issue Number 3 focuses on dropout prevention, and contains the following articles: (10) "Rethinking the Causes of High School Dropout" (W. J. Jordan, J. M. McPartland and J. Lara); (11) "Reaching Youth Out of tne Mainstream" (S. Ingersoll and D. LeBoeuf); (12) "Dropout Prevention for Highest-Risk Latino Students" (K. A. Larson and R. W. Rumberger); and (13) "Do Extracurricular Activities Protect Against Early School Dropout?" (J. L. Mahoney and R. B. Cairns). The Supplement Issue contains the following book reviews: (14) "Gangs in Schools: Signs, Symbols, and Solutions" (J. Moore); (15) "The Dangers of Tattooing, Body Piercing, and Branding" and "Everything You Need To Know About the Dangers of Tattooing and Body Piercing" (R. A . Bridges); (16) "Helping At-Risk Youth: Lessons for Community-Based Initiatives" (F. L. Weiss); (17) "Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (Revised Edition)" (M. Leeds); and (18) a list of Web sites and a list of conferences are included. (MKA)

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GAMBLING IN THE FAMILY: THE HIDDEN ADDICTION

By Douglas A. Abbott, Ph.D.

Many Americans are recreational gamblers: they gamble occasionally and lose what they can afford. A few, however, are problem gamblers: they gamble too often, lose too much money and create emotional and legal problems for themselves, their friends and family members.

The rate of compulsive and problem gamblers in the U.S. is estimated to be about 2-5% of the adult population. The rate for teens is double with 6-12% of 13-17 year old youth having serious gambling problems. And the number of compulsive and problem gamblers is increasing for several reasons. First, social attitudes about gambling have changed. The stigma of violence, greed and corruption that was associated with gambling has largely disappeared. For most Americans, gambling is considered a legitimate recreational activity. Second, there has been a rapid growth of legalized gambling in most states. More forms of legal gambling are easily accessible to the public including bingo, lotteries, keno, casino games and horse or dog racing. State and city governments sponsor gaming activities. Gambling revenue is seen as a harmless way to supplement city and state budgets without upsetting the public with higher taxes. A third factor that may increase the number of pathological gamblers is the emotionally distressed and economically weakened condition of many American families. This type of family environment fosters the development of individuals who are at greater risk for adopting addictive behaviors.

SIGNS OF TROUBLE INCLUDE:

- ♠ **Preoccupied with thoughts of gambling**
- ♣ **Spends more time and money on gambling than planned**
- ♥ **Borrows or steals money to gamble**
- ♦ **Has problems at school, work or home due to gambling**
- ♠ **Breaks promises to self and others to stop gambling**
- ♣ **Hides gambling activities from others**
- ♥ **Neglects own well-being or the welfare of others**
- ♦ **Gambles to escape feelings of sadness, anxiety or depression**

A Progressive Illness

Like most addictive behaviors, compulsive gambling follows a progressive pattern: there is an increased

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FROM THE EDITOR'S P.C.

Dear Prevention Colleagues:

I want to welcome all of our subscribers to our exciting winter issue of the Prevention Researcher Newsletter. This issue focuses on a very important and timely issue that has been getting a lot of press lately: Gambling. As many of us in the mental health community know, gambling has become a serious social ill. Faced with budget crunches for education, many states have passed sweeping legislation to legalize various forms of gambling venues in order to raise these deficit monies. The down-side of this new-wave of legislation is that many families have been severely impacted by the impulsive nature of gambling. Families from all walks of life have lost not only resources, but precious relationships, to this addictive behavior.

Our issue will focus on the origins as well as the social-psychological impact of gambling behaviors, especially among our youth and minority populations. Our contributors include: Douglas Abbott, Ph.D. of the University of Nebraska; Ken Winters, Ph.D. and Randy Stinchfield, Ph.D. of the University of Minnesota; Lynn Wallisch, Ph.D. of the Texas Commission on Alcohol and Drug Abuse (TCADA) in Austin; Darryl Zitzow, Ph.D. of the Indian Health Service; and James Schaefer, Ph.D. and Mikal Aasved, Ph.D. formerly of the University of Minnesota, now in a private consulting practice.

If you want to check us out on the WEB please do, and if you need more references or citations, you can find them at:

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Have a great winter!

Steven Ungerleider, Ph.D.
Psychologist/Editor

need to gamble more often, with greater amounts of money, in order to achieve a high state of excitement. But compulsive gambling is different from other kinds of addictions in that the addiction phase can develop in a much shorter period of time. One can move from being a casual, recreational gambler to a problematic gambler in only a few weeks.

Three phases can be identified:

Phase One. The "launching phase" typically begins with casual, social gambling. The fun and excitement is perceived by the gambler as a way to escape the pressures of work and family responsibilities. A series of wins will occur, some small, but a few may be large. Winning produces a false sense of optimism about one's luck or skills. Enjoyment of the action of gambling, and the fantasy of a big win, propel the gambler to increase the frequency of betting and the amounts wagered. Early warning signs of a gambling problem may include a preoccupation with thoughts of gambling, missing work to gamble, borrowing money to wager, arguing about one's gambling with family or friends, feelings of remorse or guilt about one's gambling, and using illegal ways to obtain money to gamble.

Phase Two. In the "chasing phase" there is increased mental preoccupation with gambling. The person constantly thinks about past gambling experiences or is planning the next gambling activity. Losses eventually occur with greater regularity. Those losses occasion feelings of shame and guilt. The person then begins to chase those losses by recklessly betting large amounts of money on long shots in an effort to win back previous losses. The gambler feels anxious and depressed and desperately wants to regain the emotional high that accompanied previous wins.

> The rate of compulsive and problem gamblers in the U.S. is estimated to be about 2-3% of the adult population.

As the losses accumulate the person's banking accounts and credit cards are depleted, insurance policies are cashed in, and money is borrowed from family, friends and co-workers. When all legal sources of money are exhausted, the gambler may commit check forgery, fraud, embezzlement, tax evasion or theft. The gambler considers these unethical actions as temporary measures for which he or she will later make restitution. The gambler is convinced he or she will win if only money can be found.

Phase Three. During the "desperation phase" self-hate and guilt dramatically increase. The gambler is likely to experience head and back aches, insomnia, and digestive problems. Work and family relationships suffer. But the gambler is willing to risk health, job, and marriage for the thrill of the win. Household bills go unpaid and collectors and creditors harass the family. Promises of abstinence are made but not kept. The gambler becomes desperate. The pressures and worry about work and home mount, yet the gambler feels powerless to resist the gambling desire. With a feeling of hopelessness and helplessness, the gambler becomes exhausted physically and psychologically. The gambler may then withdraw from friends and family, become more depressed and eventually is faced with four options: imprisonment, running away, seeking help, or committing suicide.

Effects of Compulsive Gambling on the Family
A compulsive gambler can devastate the family system, adversely affecting the marriage, parent-child relationships and the psychosocial development of children.

Effects on the gambler
The chronic and progressive nature of the disorder leads to increasingly complex personal problems. The gambler's work is affected directly by a lack of effectiveness and productivity. This may result in loss of employment.

As the gambling intensifies and the legal sources of revenue are exhausted, the compulsive gambler often resorts to illegal activities to get money.

As the preoccupation with betting increases, the gambler withdraws emotional

support from spouse and children. During the desperation phase the gambler experiences remorse and depression which may culminate in a suicide attempt.

Effects on the Spouse and Marriage

The compulsive gambler's actions on the marriage are debilitating, with many marriages ending in separation or divorce. Nearly half of the spouses suffer from depression, headaches, gastrointestinal ailments, insomnia and unsatisfactory sexual relations.

The lying and deceit engenders marital tension. Much of the conflict is about money. The family's growing indebtedness leads to default on loans, repossession of property, an absence of money for everyday necessities and harassment of the spouse by creditors. Some spouses borrow from family or friends or get an additional job in order to pay family bills or gambling debts.

Effects on the Children

The home environment of a pathological gambler is often one of social isolation and physical and emotional deprivation. Children of gamblers feel abandoned, depressed and angry. These children are two to three times more likely to be abused, both by the gambler and by the spouse who may abuse the children to vent anger and frustration about the spouse's gambling.

Because of the financial problems and the marital discord, children report stress-related illnesses such as digestive disorders. Fear and anxiety over their own welfare, and worry about family stability, contribute to poor school performance. Many children of compulsive gamblers begin at an early age to smoke, drink or experiment with drugs. Children of gamblers are four times more likely to gamble than children of non-gamblers.

Implications for Family Professionals

The growth and expansion of gambling in all regions of America is continuing. With greater availability and more legalization of gambling, the incidence of problem and pathological gambling will increase. Family professionals and other mental health workers should consider assessment of compulsive gambling when evaluating for other addictions affecting individuals and families.

Pathological gambling may not be directly detected unless the therapist makes specific inquiry about the behavior. A pathological gambler who requests therapy may present with problems such as depression, insomnia, anxiety and family conflicts but will make no direct mention of gambling problems. The gambler's family members may complain of communication difficulties, financial problems, or lack of family time together, but may not refer to gambling behavior unless probed by the therapist. In such a case it is important that the therapist ask specific questions about gambling behavior during the initial screening or intake process.

If the initial screening is positive for problematic gambling, regardless of other individual or family problems, the primary focus of therapy should be on the addictive behavior: treat the addiction, then see what problems remain. In addition, the therapist should be aware that there is a fifty percent chance that the compulsive gambler may suffer from other addictions.

Therapists and counselors should learn to diagnose the problem and be prepared to provide or find treatment options for their clients. Untreated, the costs of this addiction are numerous.

Douglas A. Abbott is Professor of Child & Family Studies at the University of Nebraska where he has been teaching and doing research since 1983. He has studied gambling trends in Nebraska for ten years.

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Adolescent Gambling and Substance Use: The View from Texas

By Lynn Wallisch, Ph.D.

Studies of adults in treatment for either gambling or substance abuse have noted that a relatively high percentage of them also suffer or have suffered in the past from a comorbid disorder. For instance, research conducted among samples of clinical patients suggests that up to half of pathological gamblers in treatment may have problems of chemical dependency. Conversely, among chemically dependent treatment populations, rates of problem gambling are 6 to 10 times greater than among the general population.

Less is known about the co-occurrence of problem gambling and substance abuse in general population samples, and particularly among adolescents. In one of the few studies which examined this question, it was found that 78 percent of teen problem gamblers in Washington state had used alcohol and 22 percent had also experienced alcohol-related problems (such as difficulties

with friends, a date, or the police because of drinking). Fifty-five percent of these problem gamblers had used drugs and 11 percent had experienced drug-related problems. Among non-problem gamblers, 43 percent had used alcohol with 1 percent reporting alcohol-related problems, and 14 percent had used drugs with 1 percent having drug-related problems. Studies of junior and senior high school students in Minnesota have also shown that frequent gamblers and especially problem gamblers were significantly more likely to report using tobacco, alcohol, and other drugs.

The Texas Surveys

In 1992 and again in 1995, the state of Texas conducted surveys of the gambling and substance use behavior of adults and adolescents in the general population. The first survey was conducted during the few months preceding the opening of the Texas state lottery. The second took place three years into the lottery's operation.

Random samples of teens aged 14 through 17 who were living in households with telephones were interviewed. The sample sizes were 924 in 1992 and 3079 in 1995. Teenagers were located through calls to households which had a high probability of having children in that age group, and parental permission was sought before speaking to the teens. The cooperation rate for the teens was 92 percent.

> "Studies of junior and senior high school students...have also shown that frequent gamblers...were more likely to report using tobacco, alcohol, and other drugs"

The samples at both periods reflected the demographic characteristics of all adolescents in the state. There were approximately equal numbers of boys and girls and of 14, 15, 16 and 17-year-olds. About 51 percent of the sample was Anglo, 34 percent was Hispanic and 13 percent was African American.

Teens were asked about their gambling on a variety of specific activities, including lotteries, bingo, horse and dog racing, slot and videopoker machines, bets with family and friends on sports events or on cards, dice and board games, playing and betting on games of skill, flipping coins, betting in casinos or card rooms, and betting through a bookie. To assess whether teens experienced problems related to their gambling, a slightly modified version of the South Oaks Gambling Screen (SOGS) was used, coupled with information about the frequency of betting and the amount of money spent. While 82 percent of all teens had gambled in their lifetimes, about 2.3 percent of teens met the criteria for problem gambling and another 10 percent were considered to be "at-risk" gamblers.

Respondents were also asked how recently, if ever, they had used tobacco, alcohol, inhalants and six kinds of illicit drugs (marijuana, cocaine or crack, psychedelics, uppers, downers, or ecstasy). Teens who had used alcohol or illicit drugs within the past year were asked about any problems they may have had in that year because of their substance use. Problems were defined as difficulties with friends because of drinking or drug use, being criticized by someone they were dating, driving a car when high or intoxicated, and getting into trouble with teachers or with the police because of drinking or drug use. Overall, about 17 percent of teens had had one or more problems related to their substance use.

Substance Use Among Teens Who Gamble

Table A shows the percentage of teens in 1995 who used alcohol or other drugs or who had a substance-related problem, according to the recency and frequency of their gambling.

Among teens who gambled, the more recently and frequently they gambled, the more likely they were to have used tobacco, alco-

PROFILE OF THE TYPICAL TEEN GAMBLER:

- ♠ Successful
- ♣ Motivated
- ♥ Intelligent
- ♦ Competitive
- ♠ History of good or excellent performance at school or work
- ♣ Alcohol or substance abuse has not been a part of regular behavior
- ♥ No longer participates in hobbies or extracurricular activities
- ♦ Holds high expectations of self and others – perfectionist
- ♠ Bored easily in social settings – looks to new situations to keep up feelings

INDICATORS OF PROBLEM GAMBLING IN TEENS

- ♠ Unexplained need for money
- ♣ Valuables missing from home
- ♥ Borrowing money from family & friends
- ♦ Exaggerated display of money and possesions
- ♠ Frequent cards/dice games at home
- ♣ Missing from school or classes
- ♥ Tardy to school
- ♦ Drop in school grades
- ♠ Drop in other outside activities
- ♣ Withdrawal from family
- ♥ Late night calls
- ♦ Increased irritability or hostility
- ♠ Lying over whereabouts
- ♣ Uncharacteristic phone use
- ♥ Gambling paraphernalia
- ♦ Betting slips
- ♠ IOU's
- ♣ Lottery tickets
- ♥ Excessive TV sports viewing
- ♦ Multiple game viewing
- ♠ Overly intensive watching
- ♣ Overly upset at game's finish
- ♥ Interest in previously ignored sports teams
- ♦ Phone charges to 1-900 numbers

developed by the Arizona Council on Compulsive Gambling, http ...w.azccg.org

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hol and other drugs and to have had problems related to their substance use. For example, teens who gambled weekly were approximately twice as likely as teens who gambled less regularly during the past year to have used illicit drugs and to have had problems due to their alcohol or drug use.

Problem gamblers were the most likely of all to have used substances and to have experienced related problems (Table A). Whereas 34 percent of all weekly gamblers had one or more alcohol or drug problems, almost 52 percent of problem gamblers had such problems. Substance use and abuse thus showed an escalating progression as gambling increased in recency, frequency and seriousness. This pattern was the same at both survey periods.

There were no apparent differences in specific drug preferences between teens with and without gambling problems, with marijuana being the most frequent drug choice for all teens, regardless of their level of gambling. However, problem gamblers had used a larger variety of drugs — on average, three kinds out of those asked about — than at-risk or non-problem gamblers, who had used two kinds on average.

Table A
Substance Use Among Teens, by Frequency of Gambling

	Gambled Not Past Year	Gambled Past Year	Gambled Weekly	Problem Gambler
Used Tobacco	26%	45%	62%	72%
Drank Alcohol	38%	63%	70%	77%
Used Illicit Drugs	12%	21%	41%	45%
In Trouble due to Alcohol	6%	16%	30%	44%
In Trouble due to Drug Use	3%	8%	19%	32%
Either	8%	20%	34%	52%

Parents

Parents' substance abuse

Parents' substance abuse was related to teens' substance abuse and gambling behavior. Teens who reported that their parent(s) had a substance problem were about twice as likely to have a substance problem themselves, and were one-and-a-half times as likely to be at-risk or problem gamblers, as compared to teens whose parents did not have a problem.

Parents' gambling problems

Parents' gambling problems were also related to teens' gambling problems. Teens were twice as likely to be at-risk or problem gamblers if they reported that their parents gambled too much. But, interestingly, parents' gambling problems were not related to whether or not the teen had problems with alcohol or drugs.

CONCLUSIONS

While a teen may gamble or use substances without reporting any associated problems, gambling or substance use is a risk-factor for young people from a health, psychological or legal point of view. Engaging in more than one of these behaviors increases the risk of adverse consequences. Teens who already have a problem with substances or gambling are substantially more likely to have or to develop a problem with the other risky behavior.

Nowadays, substance abuse prevention programs are becoming commonplace in schools. There is an obvious need for problem gambling awareness, education and prevention in our schools. We also need resources in our communities to assist those students who are already experiencing serious problems.

Lynn Wallisch is Senior Research Associate with the Texas Commission on Alcohol and Drug Abuse in Austin. She received her Ph.D. in sociology from the University of Michigan, where her dissertation focused on socio-demographic determinants of gambling and problem gambling. *Copies of the full reports of the Texas surveys, on which this article is based, are available free-of-charge from the Texas Commission on Alcohol and Drug Abuse (512-349-6600) or on-line at www.tcada.state.tx.us.*

Adolescent Gambling in Minnesota

By Ken C. Winters, Ph.D. and Randy D. Stinchfield, Ph.D.

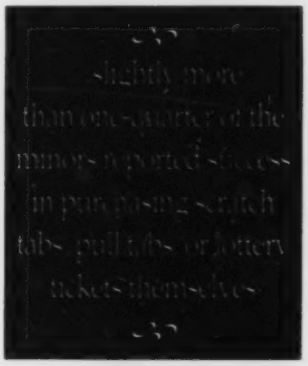
Introduction

Underage gambling has not gone unnoticed in the debate concerning the public health risks of legalized gambling in this country. The rapid expansion of legalized gambling, particularly lotteries and Indian reservation casinos, coupled with the consequential rise in gambling promotions and advertising, has raised concerns that our country is producing a young generation of indulgent gamblers. This call for attention represents a meek voice compared to the national focus on many

other adolescent health problems (e.g., drug abuse, gang violence, sexually transmitted diseases). Nevertheless, due to the ever expanding popularity of gambling, and the belief that underage gambling presents an elevated risk for the eventual development of compulsive gambling, several states have conducted needs assessment surveys and developed school-based prevention programs.

Arguments about the current and future health consequences of underage gambling have been advanced along three lines of evidence. One line of research is the epidemiological data that consistently portrays gambling as a popular activity among adolescents and young adults. A 1985 study in the Atlantic City area indicated that over half of high school students had gambled in casinos, and most studies indicate that nearly all adolescents gamble to some degree. This popularity of youth gambling has been reported by investigators all over the United States, and in Canada, Europe and Australia as well.

Obviously, general gambling behavior does not necessarily pose a health risk. It is well documented that most teenagers engage in social and informal betting at very low levels. But the second group of data concerning underage gambling — the scope of problem and pathological gambling among adolescents — deserves attention. A study done in England found that 5.7% of secondary school children (11- to 16-year-olds) reported gambling on slot machines at pathological levels (based on adolescent-revised DSM-IV criteria for pathological gamblers). In this study, problem gamblers were defined by scores from three dimensions: behavioral difficulties, borrowing difficulties and gambling involvement (frequency of gambling and amount of money spent). Similar approaches by numerous researchers in this country have yielded problem gambling prevalence rates among young people between one and six percent.



The third leg of adolescent gambling research has focused on what psychosocial factors are associated with underage gambling. Studies report that adolescent gambling is linked to a handful of demographic variables and behavior patterns. Adolescent problem gambling is found to be more prevalent among boys, minorities, drug and alcohol users, juvenile delinquents, lower functioning students, psychologically distressed youth, and adolescents with parents who have a gambling problem. The link between this group of psychosocial variables and teenage gambling is consistent with Jessor's Problem Behavior Theory of adolescent alcohol abuse. This theory has shown that adolescent drinking is highly concurrent with other problem behaviors such as sexual promiscuity and delinquency. Adolescents who engage in frequent and problem-level gambling appear to show a similar clustering of problem behaviors.

In the present study, we conducted the first prospective examination of youth gambling behavior in an attempt to better understand its developmental course. A prospective gambling study has several advantages: the natural history of gambling can be described; factors affecting gambling onset and the development of heavy involvement in gambling can be tracked; and the public health significance of changes in gambling involvement can be monitored across time.

It has been predicted by gambling experts that as more forms of gambling become legalized, recreational and problem gambling will increase among adolescents. While it is difficult to rigorously test this notion, a comparison of gambling behavior before and after the introduction of new legal forms of gambling provides a natural test. As adolescents reach the legal gambling age of 18 years, rapid increases in gambling may occur. A consequential rise in gambling after reaching 18 would be consistent with the alcohol epidemiological literature that generally indicates drinking consumption and related problems show steep increases during the college-age years.

Participants

The subjects were part of an ongoing, prospective study of the determinants of gambling. Specifically, we examined the course of gambling behavior in the youth sample over an eighteen month period. Of particular interest to the investigation were the possible effects on gambling of the onset of the Minnesota State Lottery and reaching the legal gambling age which is 18 in Minnesota.

The baseline subjects consisted of 702 older adolescents (15-18) who were surveyed by telephone in the Spring of 1990, two months prior to the start of the Minnesota State Lottery. The subjects were chosen from a randomly drawn statewide phone list, which consisted of 2,000 urban based and 2,000 rural based families believed to have adolescents living in the home. Consent was required from both parents and adolescents prior to participation. Eighteen months following the initial contact, 532 of the 702 baseline subjects (76%) were re-surveyed by telephone.

The baseline and follow-up questionnaire measured: the extent and pattern of participation in gambling activities; gambling onset characteristics; signs and symptoms of gambling addiction; gambling attitudes and benefits; psychosocial risk factors believed to be gambling determinants or consequences; and demographic characteristics. To accommodate the follow-up study, many items were framed within a 12-month

time period. Also, the follow-up asked about the respondent's access to legal gambling.

Findings

For the total group, significant declines in frequency were found for coin flipping, betting on games of personal skill, betting on sports teams, dice games, bingo, and cardboard pull tabs. Significant increases occurred for casino or video machine gambling, scratch-off tabs, and lottery playing, all of which are legal in Minnesota. Playing cards and betting on horse/dog races, as well as average total gambling frequency, were unchanged.

Changes in gambling frequency were greater and more varied among legal age youth compared to underage youth. Youth of legal age reported significant decreases for five types of gambling and significant increases for three others. Underage youth reported two significant declines and one significant increase. Significant increases were limited to legal forms of gambling such as video machine gambling, scratch tabs, and the lottery. Increases in lottery playing occurred for both age groups.

Rates for those considered to be in the "no problem gambling" group remained high, followed by moderate rates for at-risk gambling and low rates for problem gambling. Increases (although nonsignificant) were reported by the total sample and both age groups for heavy amounts of money spent on gambling. The rate of annually spending $200 or more on gambling, while low in absolute terms, increased from 5.7% at baseline to 7.1% at follow-up. Consistent with the findings reported above, legal age youth showed a steeper rise in the rate of $200+ annual spending compared to minors, although this difference was not statistically significant.

Because youth access to legal forms of gambling is a relevant public policy issue, the follow-up survey measured acquisition of three common forms of legal games – scratch tabs, pull tabs, and lottery tickets. Underage youth relied more on parents or other adults to acquire these games compared to obtaining the games through legal age peers. However, slightly more than one-quarter of the minors reported success in purchasing scratch tabs, pull tabs, or lottery tickets themselves, and almost one-in-ten reported that underage friends were a source for these games.

Discussion

The findings from this study support three general conclusions. First, the study indicates that gambling is common yet relatively problem-free for most Minnesota youth. The frequency of gambling, percentage of heavy spending, and percentage of problem level gambling was quite low for all subjects. This is reassuring to public health officials who originally felt that the state's high stakes and heavily promoted lottery would trigger a significant increase in the rate of problem gambling among youth.

Second, despite the low and relatively unchanged rates of gambling involvement, the absolute percentages cannot be ignored. At follow-up, many youth (3.5% to 9.5%, depending on the criteria used) were gambling at problem levels, suggesting that a sizable percentage of young people will be heading into adulthood with the potential for becoming addicted to gambling. Also, the percentage of at-risk gamblers was relatively high. These subjects are not considered current problem gamblers, yet their early gambling involvement suggest potential future problems. Furthermore, the general widespread involvement in gambling by youth increases the risk of additional young gamblers developing a later gambling problem. Although longitudinal studies are needed to clarify this issue, one lesson learned from adolescent health studies is that early involvement in potentially addictive behaviors, such as smoking and drug use, is a strong predictor for eventual development of adult addictive disorders. Thus, regardless of how benign gambling may be for the majority of adolescents, it is cause for concern as a generation of youth are exposed to gambling at such an early age.

The study's third general finding is that all observed significant increases in gambling frequency occurred exclusively for legal (adult) games and particularly within the legal age group. Admittedly, the statistically significant increases do not look impressive from a clinical standpoint. The average levels of gambling frequency at follow-up were still low for the three activities (casino machines, scratch tabs, and lottery) that showed statistically significant increases among legal age youth. However, as noted above, specific increases in these forms of gambling were offset by nearly equal decreases among other games. Thus, the study appears to reflect a preference shift, rather than an overall expansion of gambling. The Minnesota youth, particularly the older ones, appear to be turning their involvement away from sports betting, games of personal skill, and other informal betting contests and toward the legal forms, particularly lottery playing, scratch tabs, and video gaming. Just over 70% of legal age youth (and almost 52% of underage youth) had reported playing at least one form of the recently legalized games.

This study does not paint an encouraging picture regarding the illegal selling of lottery games and pull tabs to minors. Among the younger subjects who reported playing legal forms of gambling, more than one-fourth indicated that they bought pull tabs, scratch tabs, or lottery tickets within the past year. Relatedly, many underage youths relied on family members for access. These findings point to the need for communities and families to be aware of their possible role as facilitators to the problem gambling process among youth. The illegal selling of lottery games to minors by local merchants could benefit from greater enforcement, such as compliance checks and penalties for violators,

and schools could cost-effectively incorporate gambling prevention messages into their existing drug abuse prevention programs.

Furthermore, because increases in gambling frequency were the most prominent among the young adults, the issue of available intervention and treatment services is relevant. In Minnesota where six highly visible gambling treatment programs exist, virtually no young people utilize those services.

Concluding Comments

Public health sentiment in this country about the seriousness of adolescent gambling is still not clear. If communities and public health professionals wish to respond to this issue, many hurdles exist: mental health and substance abuse prevention and treatment systems are burdened with limited budgets; existing priorities regarding adolescent health are directed toward problems viewed as more life threatening; and efforts to further expand legalized gambling are moving much faster and with greater force than public health concerns about the hazards of gambling. Furthermore, available statistics from Minnesota's gambling treatment outcome study indicate that young people rarely utilize gambling treatment options.

Dr. Ken C. Winters is an Associate Professor and Director of the Center for Adolescent Substance Abuse at the University of Minnesota. Currently, he is principal investigator of a prospective study of young adult gamblers, and is a member of the National Research Council's Committee on the Social and Economic Impact of Pathological Gambling. Dr. Randy Stinchfield is Senior Researcher in the Department of Psychiatry at the University of Minnesota and is also the Associate Director of the Center for Adolescent Substance Abuse. He is the principal investigator of a study that tracks trends in gambling behavior among Minnesota students.

This article is abstracted, with permission, from Ken C. Winters, Randy D. Stinchfield, & Leigh Kim. (1995). Monitoring Adolescent Gambling in Minnesota. Journal of Gambling Studies, *11(2), 165-183.*

Adolescent and Adult Sports Card Collectors

by James M. Schaefer, Ph.D. & Mikal J. Aasved, Ph.D.

The Sports Card Trade

Trading cards originated decades ago as the traditional and commonly recognized "baseball cards" which frequently included a sheet of bubble gum with each pack. Sports cards now encompass players in many professional sports, and sheets of gum are no longer around. Until the late 1980s sports cards were of interest primarily to collectors, but a number of major changes over the past few years have radically changed the hobby.

One major shift has been the increase in the sheer number of products each year. In 1990, for example, only two sets of basketball cards, comprising a total of 531 cards, were available. Today there are seventeen different sets comprising a total of 9,650 cards. Previously, it was not uncommon for the hobbyist to attempt to collect one of each card produced. Today it is nearly impossible.

Perhaps the most significant change has been the introduction of random insert cards — a practice that has shifted the trade from a collector's hobby into a true gamble. Insert cards were initiated and widely marketed in 1992 by one card manufacturer. They promoted their "insert cards" using a frequency of one insert per every wrapped pack of cards. Since then, insert card ratios have varied considerably. Card manufacturers do not sell insert cards separately; instead, they are randomly inserted into regular packs of cards in predetermined ratios so the buyer is never certain if a pack will contain an insert card. Since they are intended to be relatively rare, "inserts" are more valuable than ordinary, or "common," cards. Once found, the insert card may be offered for sale or trade to dealers, fellow card enthusiasts, or in the large secondary market.

Insert cards come in many forms. Different manufacturing techniques have made it possible to produce duplicate or "parallel" sets of cards which are slightly different from an original run. These include "refractors" in which a glossy metallic surface has been added to the originals, "die-cuts" on which the surface of the original has been layered to produce a slightly three-dimensional look and "feel," and "holoview" cards which use holography to give "depth" to the image of the sports figure. In the 1995-1996 basketball season, of all the 9,650 basketball cards printed, roughly 5,400 (56%) were inserts. The rarest insert cards listed for thousands of dollars.

Sports Card Collecting, Gambling and Adolescents

Numerous studies have demonstrated that gambling for money is common in adolescence; however, researchers have never addressed sports card collecting as a possible form of gambling. The absence of attention to trading cards in the gambling literature

may be due largely to the recent emergence of insert cards in this popular pastime.

Methodology

Our study of this problem began with a short set of interview questions including the South Oaks Gambling Screen for Trading Cards (SOGS-TC). Sampling occurred at sports card shows and was opportunistic and behaviorally selective. Before interviewers approached prospective subjects for recruitment, they observed subjects engaged in one or more of the following behaviors: 1) buying and ripping open two or more packs on site; 2) trading cards for packs in lieu of cash; 3) repeated purchasing of numerous packs; 4) buying sealed boxes of cards; or 5) carrying multiple unopened packs on, or near, the study site. Information was obtained from 209 subjects.

Results

The SOGS-TC scores obtained from the interviewed sports card buyers ranged from 0 to 13 with an average score of 5.71. Levels of problem gambling are assigned on the basis of the SOGS score: a score of 0-2 indicates "no gambling problems," a score of 3-4 indicates "some gambling problems," and a score of 5 or more indicates "probable pathological gambling." Fifteen percent (15.3%) of the sample had "no gambling problems," 20.1% had "some gambling problems," and 64.6% scored as "probable pathological gambling." However, these subjects are not representative of all sports card show attendees since they were interviewed after exhibiting gambling type behaviors.

Nearly all the subjects were male (96.6%) Caucasians (93%). They ranged in age from 6 to 52. Table 1 lists the average SOGS-TC score for pre-teens, teens, and adults. It should be noted that the average scores for all age groups fell within the "probable pathological gambling" range.

The subjects typically bought sports cards once a week, and all subjects who admitted purchasing sports cards once a week or more scored at the "probable pathological gambling" level. Daily buyers had the highest average score of 7.45.

Table 2 lists the average SOGS-TC scores for those who identified themselves as "insert chasers" as opposed to those who reported themselves as "collectors" interested in obtaining single cards or complete sets. The self-identified insert chasers scored well above the "probable pathological gambling" level base while those identified as collectors scored well below this point.

Discussion

We compared behavioral traits of the insert chasers we interviewed with seven distinctive traits identified with pathological gamblers in authoritative guides and gambling research publications. See Table 3 for these comparisons.

Many insert chasers encountered in this study told it like it is: "Chasing inserts is worse than the lottery," "It's addictive — these inserts — God, how I love them," and from a distraught fifteen year old: "I've tried to quit chasing inserts three times. Now I'm back into it — worse than before."

Table 1 – SOGS-TC SCORES FOR AGE GROUPS

Age	SOGS-TC Mean Score	Percentage
Pre-teens:		
12 years & under	5.26	24.4% (n=51)
Teens: 13-17 years	6.20	53.1% (n=111)
Adults: 18+ years	5.30	22.5% (n=47)

Table 2 – SOGS-TC SCORES FOR "INSERT CHASERS" VS. "COLLECTORS"

Motive for Buying Cards	Mean SOGS-TC
"Only Collecting"	3.09
"Finding Inserts"	6.37

Table 3 – COMPARISON BETWEEN PATHOLOGICAL GAMBLERS AND INSERT CHASERS

Pathological Gamblers	Insert Chasers
Spend much of their time gambling	Often purchase packs daily or more than once a week.
Prefer being in and around gambling activities and exchanging stories.	Like being in and around sports card shops and shows, and tell stories of "hitting" rare inserts or spending large sums on fruitless chases.
Constantly think about gambling.	Enjoy speculating about the inserts in the newest card sets and avidly read the latest sports card news.
Constantly try to obtain money and improve their chances of winning	May take a second job or borrow money for the sole purpose of purchasing more packs. Some try to determine if dealers have "shuffled" the packs in a newly-opened box, on the assumption that they can figure which of the "virgin" layers has the insert-laden pack.
"Chase" their losses and increase the size and frequency of their bets when funds get thin.	May purchase entire boxes of cards rather than risk smaller amounts on open boxes from which others have purchased.
Often lie to family members about the true extent of their gambling	May claim to be "hitting" valuable inserts when in fact they are not and may hide "common" cards and foil wrappers of opened packs to disguise the amount they are spending.
Use gambling activities to relieve anxiety and produce euphoria. Cutting back or quitting causes emotional dysphoria and irritability	Brag about valuable inserts they have "hit" and celebrate with friends. Feel depressed after opening too many packs, say they "want to quit," and insist they "will quit as soon as they get even."

Dr. James M. Schaefer specializes in naturalistic field studies of bar patrons, and gamblers in a variety of settings. Dr. Mikal J. Aasved specializes in the study of normative and addictive alcohol, drug and gambling behaviors. This article is abstracted from: Schaefer, J.M. & Aasved, M.J. (1997). Gambling in Sports Card Collecting: An Empirical Study.

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Gambling Behaviors of American Indian and Non-Indian Adolescents

by Darryl Zitzow, Ph.D.

The assumption persists that compulsive gambling behaviors exist at a higher rate for American Indian adolescents in comparison with neighboring non-Indian populations.

Historically, gambling has been available to American Indians through various traditional activities, including shell games, hand games, and moccasin games. Some historical summaries have documented pow-wows and associated games of chance in the 1800s where visitors left "only with the clothing on their backs" after gambling away possessions.

Currently many American Indian communities have greater gambling opportunities, including large stakes bingo, video poker, slots, and pulltabs, frequently with higher stakes than is available within non-Indian communities. Many reservation communities already exist with legacies of more than 20 years of gambling availability. The literature also suggests that the greater the length of exposure to gambling, the greater the potential for developing gambling problems.

Within the rural reservation involved in this study, large stakes bingo has been available for at least fifteen years. Video poker machines have been available for five years and tribal pulltabs for six years. State-sponsored scratch tabs and a lottery became available in 1990. To date, there has been no formal assessment concerning the impact of the burgeoning gambling industry on reservation youth.

> "American Indian adolescents reported more problematic behaviors and attitudes associated with gambling..."

In a Minnesota adolescent survey of gambling behaviors nearly 90% indicated they had gambled at least once. The study indicated 6.3% were problem gamblers, 19.9% "at-risk" gamblers, and 73.9% "no problem" gamblers. Results also indicated that problem gamblers tended to be male (86%), and resided primarily within a metro area (71%). There was some concern that the Minnesota study did not effectively sample the rural areas of Minnesota or adequately represent American Indians as well as other minority communities within the Upper Midwest.

The literature indicates a high degree of correlation between alcoholism and the potential for gambling addiction noting similarities between alcohol and gambling addictions. Of special concern are the conditions and characteristics that predispose to alcohol misuse which may also exist for the problematic gambler. High rates of problematic and dependent use of alcohol among American Indians, as a minority, have been well documented by numerous studies. Depression, poverty, and unemployment within American Indian reservation communities also appear to increase the risk of gambling problems, since they already appear to increase alcohol addictions.

Definition of Terms

For the purposes of this study, the following terms were used:

1. *Non-bettors:* Persons who never gamble for money (or any material currency).

2. *Non-problematic gamblers:* Someone who gambles but has no persistent problem, dependency, or compulsion with gambling.

3. *Problematic gambling characteristics:* Suggestive of some of the problem behaviors associated with gambling, but not so intense or frequent to be considered pathological or compulsive as defined by the DMS-IV.

4. *Pathological/compulsive gambling:* A pathological gambler is a person who meets the definition for pathological/compulsive gambling according to the DSM-IV.

Protocol and Methods

The reservation participating in this study includes three separate counties with 8.9% of the population of American Indian descent. Within the reservation there are five separate and distinct villages with primarily American Indian residents. Six separate communities border the reservation, with an average of less than 8% persons of American Indian decent.

Surveys were administered in four separate communities to all students in grades 9 – 12. Students and their parents were required to sign consent forms and a stipend was given to student participants upon completion. Students in alternative education, homebound and GED/independent studies were included in the study population. There were 307 possible participants, and 277 completed surveys (90.2%).

The surveys measured student participation in a variety of gambling activi-

ties including bingo, scratch tabs, pull tabs, and cards for money.

Results

Table I describes the adolescent participants. The sample is consistent with general adolescent parameters within the surrounding area. Just over one-fourth of all respondents claimed American Indian ancestry as their main ancestry. Over 41% (115 respondents) claimed some degree of American Indian blood quantum. The following comparisons for American Indian youth contrast the 115 respondents who claimed some degree of American Indian blood with the 161 respondents who claimed none.

American Indian students started gambling at an earlier age (12 years) and grade level compared to non-Indians (13.27 years).

American Indians also tended to have higher single wins and losses (average most won = $124, average most lost = $24) than non-Indians (average most won = $29, average most lost = $24).

American Indian adolescents reported more problematic behaviors and attitudes associated with gambling. Behaviors included: lying about what they won or lost; arguments with others because of gambling; borrowed money or pawned to pay for gambling; used money they were not supposed to for gambling; chased previous gambling losses; and tried to cut down or stop gambling but could not.

American Indian adolescents were more likely than non-Indians to believe that gambling was a fast and easy way to earn money (55% vs. 27%). They also felt some of their happiest memories were of winning at gambling (32% vs. 8%).

American Indian adolescents reported significantly greater frequency of gambling involvements in six of the thirteen gambling alternatives provided, including state scratch tabs, tribal pulltabs, state lottery, casino blackjack, cards/poker for money, and bingo, than did non-Indian adolescents. There were no significant differences among the adolescent groups regarding frequency of participation in local sports pools, track betting, sports betting, games of skill, casino roulettes, and casino craps.

The most popular gambling activities participated in by the combined adolescent population in order of preference were: a) cards/poker for money, b) local sports pools, c) bingo, d) betting on games of skill, e) state scratch tabs, and f) slot video machines. At least 34% reported being under legal age for participation in a gambling activity. Of all the adult gambling activities, adolescents tended to violate scratch tabs prohibitions the most (29%).

Table II depicts the prevalence of overall gambling behaviors and compares non-problematic to pathological gambling behaviors for American Indian and non-Indian adolescents. American Indian adolescents reported greater overall frequency of gambling activities than their non-Indian counterparts.

Conclusion

American Indian adolescents in this study presented with more serious problem gambling behaviors, earlier onset of gambling activity, and greater frequency of gambling involvement than their non-Indian peers. American Indian adolescents may also be at greater risk because of more recent extended and direct or indirect exposure to gambling opportunities, lower socio-economic status, cultural belief in fate, and minority status and perceived prejudice (the lack of perceived control over personal destiny).

Length of exposure to gambling, and its role in promoting problem gambling, appears to already be felt within this rural reservation population. The recent

Table I – DESCRIPTIVE DATE (N=277)

SEX	
Male	57% (n=159)
Female	43% (n=118)
AGE	
14	4.4% (n=12)
15	16.8% (n=46)
16	27.0% (n-74)
17	30.3% (n=83)
18	19.7% (n=54)
19	1.5% (n=4)
Average age = 16.5 years	
ANCESTRY	
Norwegian	26.3% (n=60)
German	35.0% (n=93)
American Indian	26.7% (n=71)
Other (includes English, French, Italian, Swedish, and 'other')	12% (n=32)
N/A	n=11
BLOOD QUANTUM	
None	58.3% (n=161)
Less than 1/8	10.9% (n=30)
1/8 to 1/4	8.7% (n=24)
Over 1/4 to 1/2	5.8% (n=16)
Over 1/2	6.2% (n=17)
Don't Know	10.1% (n=28)
N/A	1

Table II – Comparison of Aggregate Gambling Behaviors Between Indian and Non-Indian Adolescents

	Non-Indian	Indian	TOTAL
"No problem gambling"	56.5% (n=91)	53.0% (n=61)	54.8%
"Some problem gambling" (3, 4 characteristics)	10.5% (n=17)	14.8% (n=17)	12.3%*
"Pathological gambling" (5 or more characteristics)	5.6% (n=9)	9.6% (n=11)	7.2%*
Non-bettors	27.3% (n=44)	22.6% (n=26)	25.3%*
Total	N=166	115	277

Using South Oaks Gambling Screen criterion. *p< .01 **p< .04

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introduction of a large stakes casino within this reservation community may not be the most significant event in promoting gambling or making gambling alternatives available to the reservation community. The most significant events appear to have already occurred within the last 15 years with the introduction of bingo, pulltabs, state-supported scratch tabs, and the state lottery.

Schools, social work agencies, and mental health systems will benefit from specialized training in the identification, diagnosis, and assessment of problem gambling as well as gambling treatment alternatives. A pro-active campaign in regard to gambling is needed. Reservation tribes, especially those with casinos or gambling alternatives, should consider launching public education efforts to inform, identify, and refer adolescents with current or potential problem gambling behaviors.

Darryl Zitzow, Ph.D. is a clinical psychologist working for the Indian Health Service and a Northern Plains American Indian population. He has been involved with assessing compulsive gambling among American Indians over the past six years. This article is abstracted, with permission, from Darryl Zitzow, (1996). Comparative study of problematic gambling behaviors between American Indian and non-Indian adolescents within and near a northern plains reservation. American Indian & Alaska Native Mental Health Research, *7(2), 14-26.*

NEED TO KNOW MORE?

Information on teen gambling is limited on the Web. However, there are many Web sites on adult gambling. Below are a few sites which might be helpful.*

Arizona Council on Compulsive Gambling www.azccg.org
The Arizona Council on Compulsive Gambling has a lot of information on compulsive gambling in general, including defining gambling, symptoms and characteristics of the compulsive gambler, differences between men and women compulsive gamblers, warning signs in the work place, similarities and differences between compulsive gamblers and chemical dependencies, and much more.

National Center for Responsible Gaming www.ncrg.org
According the National Center for Responsible Gaming they are "the first national organization devoted exclusively to funding scientific research on problem and underage gambling." Their mission is to help individuals and families affected by problem gambling disorders and eliminate underage gambling. Their web site includes information on their granting process, descriptions of center-supported projects, recent news releases, and links to other resources.

National Council on Problem Gambling www.ncpgambling.org
The information here is limited. However, 36 states and provinces have affiliates, which may be accessed from here. For each affiliate you'll find anything from simple contact information to a nicely designed Web site.

**** The above mentioned web sites are intended as starting points. The Prevention Researcher does not endorse or promote resources or web sites.***

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Stay Informed!

Dear Colleague:

I want to take this opportunity to introduce you to ***The Prevention Researcher*** newsletter. Our newsletter reaches nearly 30,000 teachers, counselors and mental health professionals in the U.S. and Canada. We keep you informed of the latest prevention research in a concise and timely format.

The Prevention Researcher reports on research in many facets of the prevention community. In the last several years, our prevention topics included:

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Steven Ungerleider, Ph.D.
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AFRICAN-AMERICAN ADOLESCENTS' RESPONSES TO PERCEIVED GUN CARRYING BY SCHOOL MATES

By Sandra L. Martin, Ph.D., Laura S. Sadowski, M.D., M.P.H., Niki U. Cotten-Oldenburg, Dr.P.H., and Donna R. McCarraher, M.P.H.

Weapon carrying among adolescents is all too common, with youngsters sometimes carrying weapons into their schools. Although little information exists concerning adolescents' emotional responses to weapons in school, we do know that many students view school as a dangerous place. Research has found both age and ethnicity to be associated with fear at school, with African-American students being more apprehensive than students of other ethnic groups, and junior high students being more apprehensive than senior high students. Students who fear victimization at school may engage in school avoidance behaviors (such as staying home and/or staying away from certain areas in school) or bringing weapons to school for self-protection. However, until recently, little attention has focused on the question of whether or not the students who perceived that their peers brought weapons to school were more likely than other students to be afraid at school, to avoid school, or to bring weapons to school for self-protection.

> OVER A QUARTER OF THE STUDENTS BELIEVED THAT OTHER STUDENTS CARRIED GUNS INTO THEIR SCHOOL

Therefore, this investigation extended past research by studying African-American middle school students' emotional and behavioral responses to their beliefs concerning the presence of weapons in school. Three hundred and seventy-six students (48% male and 52% female) in sixth, seventh, and eighth grades were surveyed to see whether the students who perceived that other students brought guns to school were more or less likely than other students to report: (1) being afraid at school; (2) engaging in fear-related school avoidance behaviors; and (3) carrying a weapon to school themselves for self-protection.

The survey found that over a quarter of the students believed that other students car-

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FROM THE EDITOR'S P.C.

A note of historical significance is in order as we introduce this issue on Guns and School Violence. This issue was conceived by our editorial staff sometime in early 1997.

In March of 1998, My wife and I were with our two teenage daughters traveling during Spring break. One afternoon, I walked into our hotel room and witnessed my kids riveted to a "Special Report" on CNN. The news had just broken on the tragic school shootings in Jonesboro, Arkansas. We were all stunned as we watched the live report from a school yard where 5 people died, and many were injured, not to mention the psychological trauma that changed lives forever.

We sat for hours in that room watching and discussing the Arkansas tragedy. I remember our kids saying something like: "that could never happen in our town." Wow, were we ever wrong.

On May 21, 1998, I was in a consultation with coaches at the University of Oregon when National Public Radio broke the story that a shooting spree was underway in our home town of Springfield, Oregon, the sister city to Eugene, just a few short miles across the river from the University. We were all in shock.

A young man, a freshman student at Thurston High School, had been arrested on Wednesday for possession of a firearm, detained briefly and then sent home to the custody of his parents, two well respected teachers in our community. He went to school on Thursday, and by the end of the morning, 2 students were dead, 22 were injured, and his parents were found shot to death in their home.

It is several months later and trauma teams staffed with grief counselors and psychologists from all over the country have been to Oregon to assist our community. We are still reeling from this terrible tragedy and I'm sure that the emotional trauma will live with us for many years to come. How do we make sense of all of this? What are the red flags, the warning signals that we as mental health professionals should be aware of? How do we identify high risk kids, and then when does one intervene? These are tough questions that can impact any community regardless of their socio-demographic or economic status.

This issue of the TPR has special significance to our community, but I hope it will be of value to you and your colleagues as well. Again, let us know your thoughts by e-mailing us or visiting our web site.

Steven Ungerleider, Ph.D.
psychologist editor

ried guns into their school (see Table 1). These beliefs appear to be well founded since 20% of the students reported bringing some type of weapon to school for self-protection, with 2% of the students reporting that they had brought a gun to school. Thirty-six percent of the students reported that they were in fear while they were at school and 15% reported some type of school avoidance behavior.

Table 2 shows that adolescents who believed that other students brought guns to school were more likely than adolescents who didn't share that belief to experience fear at school (48% and 32%, respectively), to exhibit school avoidance behavior (27% and 11%, respectively), and to carry a weapon to school themselves for self-protection (32% and 15%, respectively). Multivariable modeling of each of these outcomes, while controlling for the students' gender, school grade and poverty status, confirmed these results.

These findings are in line with past theoretical and empirical work which suggests that individuals' perceptions concerning threats to their safety may result in emotional responses (such as fear), as well as behavioral responses (such as avoiding dangerous situations or taking steps to protect oneself). It is noteworthy that many adolescents who did not believe that other students brought guns to school also reported being fearful while at school, fear-related school avoidance behaviors, and carrying weapons to school for self-protection. These results may be attributable, at least in part, to the finding that 20% of students brought some type of weapon to school, with the majority of these cases being a weapon other than a gun. Thus, at least some students may have been aware of the presence of these other weapons at school and may have been afraid that these other weapons posed threats to their safety.

Some caution is urged in interpreting these findings since little is known concerning the responses of adolescents to threatening situations, such as the presence of guns in school. The fear, school avoidance, and weapon-carrying behavior of adolescents may be viewed as emotional/behavioral problems, or as normal responses to abnormal events. Fear and vigilance may be adaptive in dangerous environments; however, it is unclear whether the long-term consequences of these reactions may be abnormal social, emotional, and behavioral development.

In conclusion, this research found that many African-American middle school students in this study believed that other students brought guns to

TABLE 1

Percentages of Students Who Reported Various Perceptions and Behaviors

Believed others brought guns to school	28%
Carried one or more types of weapons to school for self-protection (i.e., knives, brass knuckles, razor blades, spiked jewelry, nunchucks, guns, other)	20%
Feared that another student would hurt/attack them in school	36%
Reported one or more fear-related school avoidance behavior	15%
Avoided afterschool activities	5%
Avoided places in school	10%
Stayed home from school	6%

TABLE 2

Percentage of Students Who Reported Feelings of Fear, School Avoidance Behavior, and Weapon Carrying Behavior Stratified by their Perceptions Concerning Gun Carrying by their School Mates

Perceive Others Carry Guns to School	In Fear at School	School Avoidance	Carry Weapon to School
Yes	48%	27%	32%
No	32%	11%	15%

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school, and that these perceptions were related to adolescents' experiences of fear while at school and behaviors of school avoidance and bringing a weapon to school for self-protection. Educators and school health professionals are urged to work together to address the problems that our country faces concerning school safety. ∞

This article is abstracted from Sandra L. Martin, Laura S. Sadowski, Niki U. Cotten, and Donna R. McCarraher, "Response of African-American adolescents in North Carolina to gun carrying by school mates." Journal of School Health, January, 1996; 66(1): 23-26. Reprinted with permission. American School Health Association, Kent, Ohio.

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Adolescent Substance Use, Gender, and the Risk of Violent Behavior.

By Carolyn Piver Dukarm, M.D., Robert S Byrd, M.D., Peggy Auinger, M.S., & Michael Weitzman, M.D.

Violence is reaching epidemic proportions among American youth. It has become the leading cause of death in African-American adolescents and the second leading cause of death in adolescents overall. In a study by Callahan and Rivara, easy access to handguns was reported by 34% of high school students in Seattle, Washington. Other studies have demonstrated that a notable number of adolescents reported having carried a weapon to school.

Use of illicit substances by adolescents is also a widespread phenomenon. The use of illicit substances is a documented risk factor for violent interactions in adults; however, little data exist concerning this relationship in adolescents.

While adolescent males are at the greatest risk of being victims and perpetrators of violence, to date very little attention has focused on the risk of violent behavior in adolescent females. This segment of the population may be at notable risk but may also be inadvertently omitted from detailed study and clinical and public health interventions because of misperceptions about their risk status.

We analyzed data from a nationally representative sample of high school students (the 1991 National Youth Risk Behavior Survey) to investigate the relationship between illicit substance use and the prevalence of violent behavior (physical fighting and weapon carrying) among adolescents; we also examined this data to determine any differences in this relationship between adolescent males and females.

METHODS

The National Youth Risk Behavior Survey, conducted by the Centers for Disease Control and Prevention, uses a complex, multistage survey design to provide a nationally representative sample of high school students. The total number of respondents was 12,272, most of whom were aged 15 to 18 years. Subjects were categorized as having carried a weapon if they reported this behavior one or more times in the previous month; they were categorized as having been in a physical fight if they reported fighting within the previous 12 months; they were categorized as having used alcohol, marijuana, or cocaine if they had used these substances one or more times in the past month; and they were categorized as having used anabolic steroids if they had any lifetime use. Anabolic steroids were

Demographics of Violent Behaviors Among U.S. Adolescents*

VARIABLE	% of Respondents Reporting· PHYSICAL FIGHTING	WEAPON CARRYING
Gender		
Male	50	41
Female	34	11
Race		
White	41	25
Hispanic	41	26
African-American	51	33
Other	43	23
Age (years)		
<14	50	25
15	45	24
16	44	29
17	40	25
>18	37	26

* Violent behaviors reported refer to physical fighting 1 year before the survey and weapon carrying 30 days before the survey. Data based on 1991 Youth Risk Behavior Survey (N=12,272).

· All percentages presented are weighted percentages, accounting for oversampling and non-response.

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included in the study because of the resultant effect on aggression, as well as a previously documented correlation between use of anabolic steroids and use of other illicit drugs.

RESULTS/COMMENTS

The prevalence of weapon carrying was 27% among all subjects, and physical fighting was reported by 43% of the subjects. Adolescent males reported a significantly higher prevalence of weapon carrying and physical fighting than adolescent females (Table A). Knives were the most commonly reported weapons carried by both males and females. Among weapon carriers, the percentages of the different weapons carried by males vs. females were as follows: knives (50% vs. 75%), clubs (19% vs. 8%), and handguns (12% vs. 7%), respectively. Although adolescent males report a higher prevalence of weapon carrying overall, it cannot be overlooked that a notable percentage of female adolescents also elect to carry a weapon.

Because of developmental differences between early and late adolescence, comparisons of violence-related behaviors by different age levels were calculated. Weapon carrying was initiated at an early age and remained fairly consistently distributed throughout adolescence. However, physical fighting was initiated at an early age but declined in frequency with aging.

Almost 51% of the respondents reported alcohol consumption within the past month, 15% reported marijuana use within the past 30 days, 2% reported cocaine use in the previous month, and 3% reported a history of anabolic steroid use. Adolescent males reported higher rates of use of all types of illicit substances than females.

The relationship between illicit substance use and violence-related behavior was examined. Weapon carrying and physical fighting were reported with greater frequency by adolescents who used illicit substances (Table B).

Data relating to the relationship between illicit substance use and violent behavior among adolescent males compared with adolescent females was examined. The risk of weapon carrying and physical fighting increased notably, and was of equal magnitude, for both female and male adolescents who were substance users.

Much of the focus of the recent literature regarding violence in adolescents has centered on adolescent males. Although violent behavior and illicit substance use are more common among males than females, these data demonstrate that the risk for violence-related behaviors by adolescent females, especially illicit substance users, cannot be discounted. Moreover, adolescent females who were illicit substance users were at as great an increased risk for participation in the violence-related behaviors measured as the adolescent male illicit substance users.

Many limitations of this study should be acknowledged. All information is based on self reports. In addition, the questionnaire design was cross-sectional and, hence, no inferences about temporal relationships can be made. Because of the limited data regarding other characteristics of interest, no additional analyses could be conducted about such areas as socioeconomic status, psychological profiles, and prior exposures to illicit drug use and violence-related behaviors. Further, no differentiation was made between legal weapon carrying (e.g., hunting and marksmanship) and illegal weapon carrying. We could not assess whether the intent of weapon carrying was for the purpose of protection or aggression, but this information is crucial for developing a theoretical framework for potential preventive and therapeutic interventions. In addition, because the survey was conducted in school settings, it is impossible to generalize to adolescents who were not in school. ∞

This study was supported in part by institutional training grant T32-PE-12002 from the National Research Service Award Bureau of Health Professions, Washington, DC. Dr. Carolyn Piver Dukarm, Ms. Peggy Auinger, and Dr. Michael Weitzman are from the Department of Pediatrics, the University of Rochester School of Medicine and Dentistry. Dr. Robert Byrd, is at the University of California at Davis.

This article is abstracted, with permission, from C.P. Dukarm, R.S. Byrd, P. Auinger, and M. Weitzman (1996). Illicit Substance Use, Gender, and the Risk of Violent Behavior Among Adolescents. Archives of Pediatrics & Adolescent Medicine, 150 (8), 797-801. *Copyright: 1996 American Medical Association.*

TABLE B

Violent Behaviors Among U.S. Adolescents by Illicit Substance Use*

	% With Violent Behavior+	
	USERS	NON USERS
Weapon Carrying by Substance Use		
Alcohol	34	17
Marijuana	48	22
Cocaine	71	25
Anabolic steroids	62	25
Physical Fighting by Substance Use		
Alcohol	51	33
Marijuana	63	39
Cocaine	74	42
Anabolic steroids	74	42

* Data based on 1991 Youth Risk Behavior Survey (N=12,272)

+ All comparisons are significant at P<.001.

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Starting a Youth Gun Violence Prevention Program in Your Community

Condensed from a report by the Office of Juvenile Justice and Delinquency Prevention

The Problem

Over the past decade, there has been a distressingly rapid rise in the number of American children and adolescents who are using guns and getting shot. The number of juvenile homicide offenders tripled between 1984 and 1994, and most of theses offenders (82 percent) used a gun to kill. These rates have declined since 1994, but far too many juveniles are turning guns on other juveniles, on adults, and on themselves. For every two youths murdered, one youth commits suicide.

The increase in gun possession and gun use among young people has also had devastating consequences beyond the infliction of injury and death. In many communities, fear permeates too many children's lives: a 1993 Louis Harris poll showed that 35 percent of children ages 6 to 12 feared that their lives will be cut short by gun violence.

In response to this problem, the Department of Justice (DOJ) is working to help communities provide positive alternatives. It is recommended that this article be just a starting point. The Resources Table lists several free guides and reports which will offer critical resource tools for communities seeking to prevent and intervene in juvenile violence.

Six Steps to Starting a Program in Your Community

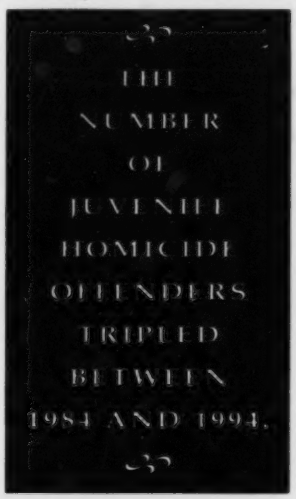
When starting a comprehensive youth gun violence reduction program in your community, you should base it on the guiding principles of the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders (see "Resources") and the following six steps:

1) Collaboration With Other People and Organizations

Regardless of the kind of gun violence reduction program you envision, the essential first step is to collaborate with others. Collaborating means bringing people together, discussing and sharing resources and ideas, and taking advantage of the existing expertise and interest in your community to reduce youth violence.

In seeking out collaborators, look not only for individuals but also for local organizations, public agencies, community groups, and in particular, youth groups. In many cities and counties where the problem of youth violence has been recognized, a task force or other organization with which you can collaborate may already exist.

Beginning a program by collaborating is a practical strategy for many reasons. A collaborative program has a better chance of surviving and growing because it has more supporters. A collaborative program gives you a better chance of maximizing scarce resources. Finally, you also will have a better chance of accurately determining the nature and extent of the problem in your community if people put their heads together in assessing the problem and developing solutions.



In addition, by reinforcing ties among core social institutions such as families, schools, and religious and community organizations, your program strengthens the social web that helps prevent violence. The response to youth gun violence must be comprehensive, involving multiple resources, because the problem itself has multiple causes. Violence does not stop at the perimeter of homes or schools where children spend their time; it involves the entire community. An effective program will consider violence as a community issue and gain strength from collaboration with community organizations and institutions.

2) Assess the Youth Gun Situation in Your Community

Every community is different, with a different composition and different experiences with youth gun violence. Each community, therefore, will have specific needs, strengths, and resources that must be assessed before an effective program can be established.

A true assessment of the youth gun situation in your community will require help and input from your collaborators, especially law enforcement officers and young people, who may know the most about the problem. This information will give you a clearer picture of your community's problem and allow you to focus your violence reduction strategies more precisely.

Although research in the area of youth gun violence is still evolving, it identifies certain factors that put youth at greater risk of accessing, carrying, or using a gun. These risk factors include drug use and drug trafficking, participation in or community presence of gang activity, community disorganization and the cycle of fear it can generate, low self-esteem, and a lack of faith in the ability of law enforcement and other system authorities to effectively address violent conflict.

When conducting an assessment, three important questions you need to try to answer are:

1) When, where, why, and how are juveniles gaining access to guns?

2) When, where, why, and how are juveniles carrying guns?

3) When, where, why, and how are juveniles choosing to use guns?

The circumstances of gun use will vary from community to community. For instance, do the youth in your community have access to guns through participation in gangs and the drug trade or are they getting guns from their homes? For those who carry guns, is their reason for carrying a gun self-protection or because of participation in a gang? At what time of day do they use guns against others? Whatever the situation in your community, you first need to assess the factors involved in gun use in order to develop an appropriate and responsive program. If youths are getting guns from their participation in gang activity, this suggests a different intervention strategy than if they are getting them from home. If they are carrying guns because they are afraid of being hurt by others, then gang prevention may not be the most direct route to addressing their concerns. If the highest incidence of youth gun violence occurs

when schools are letting out, then programming should focus on establishing positive opportunities for young people after school.

3) Develop a Comprehensive Plan for a Targeted Population

After assessing the local situation, you need to establish a specific set of program objectives developed for a specifically targeted population. Experience with youth violence reduction programs has also shown that a program has a better chance of making an impact when it uses a variety of strategies to reach youth or multiple target groups, rather than one single strategy. The OJJDP review of existing youth gun violence reduction programs showed that current programs take a range of approaches to the youth gun problem. Some are court-based and involve diversion or family education; some are hospital-based and link school lessons, emergency room experiences, and mentoring; some are school-based and focus on enhancing school safety through school resource officers, conflict resolution curricula, safe corridors, and after school programming; and some are community- or public housing-based and combine targeted suppression in high crime spots with public education campaigns. Although these types of programs individually help reduce gun violence, a combination of them is more likely to yield sustained results, especially when the combination links prevention, intervention, and suppression approaches to reducing risk factors to connect with children in different environments and at different stages of their development.

A strong program enhances, coordinates, and focuses the following strategies in a target area:

- A **positive opportunities** strategy that provides youth with positive experiences such as work experience, cultural experiences, and after school activities.
- An **educational** strategy that teaches students to resolve conflicts without violence, resist peer pressure to possess or carry guns, distinguish between real and television violence, and develop leadership skills, while matching them with mentors who show them alternatives to violence.
- A **public information** strategy that uses radio, television, and print media to inform youth about the consequences of gun violence and provide information on positive activities occurring in the community.
- A **law enforcement-community communication** strategy that fosters neighborhood communication, community policing, and community supervision while educating at-risk and court-involved juveniles about the legal consequences of their involvement in gun violence.
- A **grassroots community involvement and mobilization** strategy that engages neighborhood residents and businesses in improving the community.
- A **suppression** strategy that reduces juvenile access to illegal guns and gun trafficking.
- A **juvenile justice system** strategy that uses appropriate interventions to meet the needs of juvenile offenders entering the system on gun-related charges. Interventions include specialized gun courts, family counseling, victim impact awareness classes, employment training or opportunities, drug treatment, intensive aftercare, probation, or community supervision. The approach should address the juvenile's reasons for accessing, carrying, and using guns illegally.

4) Seek Funding and Other Support

Although obtaining funding for a gun violence reduction program may seem like an obstacle, many programs have accomplished a great deal with a very small budget – or with no budget at all.

Funding does not have to be an obstacle to beginning a program, although many programs develop the need for some financial support as they grow. Your source of funding will depend in part on the nature of your program and the partnerships you have formed. For example, some school-based programs receive assistance from local school budgets.

Some programs can be set up to take advantage of human resources that are already onsite and thus do not require additional funding. For instance, medical personnel are already at work in the hospital emergency room – the ongoing drama there is one that students can witness for free; and the volunteer mentors from a community organization may be already engaged in working with young people.

In addition to local sources, you should also look at the range of Federal support that may be available.

5) Check the Progress of Your Program

The fifth step to establishing a successful violence reduction program is monitoring its progress. This lets you see what impact your program is making, determine any program modifications needed, and give encouragement to those who are involved in the program. As you accumulate evidence of your program's progress, you will also be able to publicize your success, thus increasing your support and broadcasting the violence-reduction message through your community.

While many programs have not carried out formal evaluations of their progress; most have some form of evaluation in place and recognize this as an important part of assessing their accomplishments. Here again, collaboration will help; for instance, local law enforcement agencies may be able to provide information about the numbers of incidents occurring "before" and "after" your program was put in place; local college or university faculty may be able to help develop a reliable method of evaluating your progress; and youth in the program can conduct surveys.

Of course, not all changes are measurable ones. Youth and adult participants in OJJDP programs have reported that the programs caused positive changes in the social climate. Although such changes may or may not be quantifiable, the activities inherent in these programs can have a very real impact, building trust, offering reassurance, and showing a child alternatives to violent behavior.

6) Get the Word Out and Build on Your Success

You need to publicize your success for three reasons: to let other people know about your program and thus build further support for it; to share information with others who are doing similar work, perhaps in a neighboring community; and to raise public awareness of the issues your program addresses. Simply spreading public awareness that your program is at work may bring you additional support and stimulate others to get involved. Getting the word out also cues other organizations that may be interested in either replicating your program or adapting it to their situation. The ripple effect of a youth violence reduction program can potentially reach very far, and you can help to increase the effect by using the media to spread your message.

Young people are often particularly interested in participating in the publicity side of work; they may be eager to make contact with the local media on your program's behalf or spread the program's message by producing and distributing newsletters, flyers, and promotional T-shirts or bumper stickers. ∞

This article is condensed from *Community Action: Taking Steps to Reduce Youth Gun Violence* by the Office of Juvenile Justice and Delinquency Prevention.

Resources

We are providing this list of resources as a means of accessing more information on this important topic. A variety of publications are available from the Federal Government, usually for free. Additionally, there are a number of non-profit organizations which disseminate violence prevention information.

Government Resources

Office of Juvenile Justice and Delinquency Prevention

http://ojjdp.ncjrs.org/

(800) 638-8736

A number of documents are available from the Juvenile Justice Clearinghouse via their Fax on Demand service. Additionally, the following documents may be ordered by calling the Juvenile Justice Clearinghouse. Available documents include:

- *Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders,*
- *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders (NCJ 153681),*
- *Reducing Youth Violence: A Comprehensive Approach, and*
- *Indicators of School Crime and Safety, 1998.* By the U.S. Departments of Education and Justice.

National Center for Injury Prevention and Control (NCIPC)

http://www.cdc.gov/ncipc/

Under the control of the Centers for Disease Control and Prevention, the NCIPC provides many documents which may be downloaded or ordered free from their Web site. Available documents include:

- *Measuring Violence-related Attitudes, Beliefs, and Behaviors Among Youths: A Compendium of Assessment Tools (099-5626),*
- *The Prevention of Youth Violence: A Framework for Community Action (099-4109), and*
- *Youth Violence Prevention: Descriptions and Baseline Data from 13 Evaluation Projects (099-5119).*

National Criminal Justice Reference Service

http://www.ncjrs.org/

(800) 851-3420

NCJRS offers a variety of publications which are available for download. Additionally, NCJRS offers several Fax on Demand services. Call their toll-free number to access the National Institute of Justice Clearinghouse, the Juvenile Justice Clearinghouse, the Office for Victims of Crime Resource Center, the Bureau of Justice Assistance Clearinghouse, and the Drug Policy Information Clearinghouse. A sample of available titles include:

- *Assessing the Exposure of Urban Youth to Violence,*
- *Combating Fear and Restoring Safety in Schools,*
- *Crime in the Schools: A Problem-Solving Approach,*
- *Partnerships to Prevent Youth Violence,*
- *Students' Reports of School Crime: 1989 and 1995, and*
- *Violence Among Middle School and High School Students: Analysis and Implications for Prevention.*

U.S. Department of Education

http://www.ed.gov/

Toll-free: (877) 433-7827

The Department of Education, including the Safe and Drug Free Schools program (http://www.ed.gov/offices/OESE/SDFS/), and the National Center for Education Statistics (http://nces.ed.gov/) provides many documents which can be downloaded, ordered online, or obtained by phone. The toll-free number provides a Fast Fax service as well as the opportunity to order documents. The Education Department's Web site features a nice search engine which allows users to browse by subject, or search by title, author, keyword or document number. Some of the documents available include:

- *Early Warning, Timely Response: A Guide to Safe Schools.* Available for download.
- *Indicators of School Crime and Safety, 1998. (NCES 98-251).* A joint effort by the U.S. Departments of Education and Justice. Available for download.
- *Preventing Youth Hate Crime: A Manual for Schools and Communities.* Available online.
- *Conflict Resolution Education: A Guide To Implementing Programs in Schools, Youth-Serving Organizations, and Community Juvenile Justice Settings, Program Report.* (NCJ 160935).
- *Creating Safe Schools: A Resource Collection for Planning and Action [kit].* May be ordered online.
- *1998 Annual Report on School Safety.* May be ordered online.
- *Violence and Discipline Problems in U.S. Public Schools: 1996-1997. (NCES 98030).* May be ordered online.

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Government Resources (cont'd)

National Institute of Justice

http://www.ojp.usdoj.gov/nij/

The National Institute of Justice offers many publications for viewing or downloading from its Web site. Some of these documents are also available through its Fast Fax service (offered via NCJRS at 800-851-3420). Documents are available for as far back as 1994, and are organized into the categories of law enforcement, courts, corrections, science and technology, investigative sciences, drugs and crime, victims, crime prevention, international, and research and evaluation. A search engine allows for quicker finding of material. Available documents include:

- *High School Youths, Weapons, and Violence: A National Survey, Research in Brief,*
- *The Detroit Handgun Intervention Program: A Court-Based Program for Youthful Handgun Offenders, Research in Progress Preview.*
- *Crime in the Schools: A Problem-Solving Approach, Research in Progress Preview, and*
- *Youth Afterschool Programs and Law Enforcement.*

National Technical Information Service (NTIS)

http://www.ntis.gov/

(800) 553-6847

NTIS is the "official source for government-sponsored scientific, technical, engineering, and business-related information." NTIS acquires information from more than 200 government agencies including the Departments of Education and Health and Human Services. Unfortunately, NTIS charges for its service.

Gang Resistance Education and Training (G.R.E.A.T.)

http://www.atf.treas.gov/great/great.htm

(800) 726-7070

G.R.E.A.T. is a program designed to "help children set goals for themselves, resist pressures, learn how to resolve conflicts without violence, and understand how gangs and youth violence impact the quality of their lives." Their Web site provides information on current gang trends, funding opportunities, community resources, partnerships, and curriculum information. Additionally, they provide G.R.E.A.T. Resource Guide which may be accessed online or by calling their toll-free number.

PAVNET (Partnerships Against Violence)

http://www.pavnet.org/

According to its home page, "PAVNET Online is a virtual library of information about violence and youth-at-risk, representing data from seven different Federal agencies." These seven agencies are the Departments of Education, Agriculture, Labor, Justice, Defense, Health and Human Services, and Housing and Urban Development. Included in this Web site are searchable databases of prevention programs, prevention curricula, funding sources, a conference calendar, and links to other resources.

Other Resources

Creative Partnerships for Prevention

http://www.cpprev.org/contents.htm

The goal of the Creative Partnerships for Prevention is to provide current information, ideas, and resources on how to use the arts and humanities to enhance drug and violence prevention programming, foster resiliency in youth, and implement collaborations within communities to strengthen prevention programs for youth. Web site visitors will find summaries of the demonstration projects, profiles of two new programs each month, networking opportunities, a Prevention Gallery with rotating exhibits, and a Resources section.

National Crime Prevention Council

http://www.ncpc.org/

(202) 4666272

The National Crime Prevention Coucil provides a lot of information on crime prevention of all types. Included on its well-organized and attractive Web site is information for teachers, parents, and teens on youth violence and violence prevention.

Join Together

http://www.jointogether.org/

(617) 437-1500

Join Together has added a complete section on gun violence to its already full Web pages on substance abuse. This Web site includes up-to-date articles on gun-related news, information on how to get involved, strategies to implement change, a calendar of events, and a directory of people dedicated to fighting gun violence in our communities. The Resources section includes funding ideas, research, and links to other resources.

Keep Schools Safe

http://www.keepschoolssafe.org/

Keep Schools Safe is the combined effort of the National Association of Attorneys General and the National School Boards Association. The purpose of their Web site is to "provide up-to-date information on successful programs and ideas in order to help communities work toward safer schools." Each month they focus on a specific aspect of youth violence and school safety problems.

Come visit us at our World Wide Web Site: http://www.TPRonline.org/

The Aggression Cycle and Teacher Strategies for Prevention/Intervention

By Brenda Smith Myles, Ph.D. and Richard L. Simpson, Ed.D.

Episodes of aggression and violence are increasing in educational settings. According to Kauffman, over 80% of school-age children and youth report that they have engaged in delinquent behaviors that included acts of violence and aggression. In addition, 39% of youths reported knowing someone who had been killed or wounded by gunfire; and more than one-third of the students perceived that the easy availability of guns made it less likely they would live a long life. Of course, children and youth violence and aggression includes more than just gun-related aggression. However, these statistics indicate that violence and aggressive acts are prevalent in the school system.

It is difficult to ascertain the reasons for increased student aggression and violence. Hypotheses range from having societal norms that tolerate these types of behaviors to placing children with potential for these behaviors in environments that cannot effectively deal with their behaviors. Whatever the reasons for increased school-based student aggression and violence, it is clear that educators must have the skills necessary to deal with these incidents. This article discusses strategies educators can use to understand and respond to the needs of children and youth who are likely to become aggressive and violent.

Understanding and Applying Appropriate Interventions

Aggression typically does not occur without warning. Rather, students exhibit a pattern of behavior stages prior to aggression or violence: a) frustration stage, b) defensiveness stage, c) aggression stage, and d) self-control stage. Intervention at early stages often prevents behavior escalation.

Frustration stage. At this stage, students exhibit seemingly minor behavioral changes that may not appear to be linked to impending aggression or violence. Students may bite their nails or lips, lower their voices, tense their muscles, or complain of feeling ill. It is easy for teachers to ignore frustration stage behaviors because they do not appear to require immediate attention; yet, these behaviors are often indicators of a crisis.

Surface behavior management strategies are often effective during this stage: hurdle help, signal interference, proximity control, or interest boosting can often stop future behavior problems (see Table I below). Interventions at this stage typically do not require extensive teacher time. It is wise to understand the events that precipitate such behaviors in students so that educators can be prepared to intervene early and/or teach students self-management strategies that can assist in behavioral control.

Defensiveness stage. Defensiveness stage behaviors include a) lashing out verbally or physically, or b) withdrawing from others emotionally or physically. Further, the student may challenge the classroom structure or authority by attempting to engage the teacher in a power struggle.

The teacher should try to reach the student without becoming part of the struggle. Restating or reminding the student of class rules, routines, and consequences; acknowledging student difficulties in attending to tasks; or redirecting are strategies that are most often effective at this stage. It is also recommended that teachers and staff focus on the "what" of the behavior, rather than the "why." They should not argue with students or engage in lengthy conversations about control issues.

Aggression stage. The student may exhibit behaviors that include biting, hitting, kicking, or destroying property. Schools should have in place strategic plans for alerting assistance, removing other students from the area, or providing therapeutic restraint during a crisis situation. Emphasis should be placed on student and teacher safety, helping the student regain control, and preserving student dignity.

Self-control stage. Students involved in an aggressive and violent stage often evidence behaviors following the aggression stage that require educator assistance. Without intervention, the student may become sullen, withdraw, or deny that inappropriate behavior occurred. The result could be another aggressive or violent act.

Long and Newman* developed techniques for surface behaviors – behaviors that merit attention but do not require formalized management programs. These behaviors are often viewed as minor infractions or disruptive behaviors that cannot be overlooked.

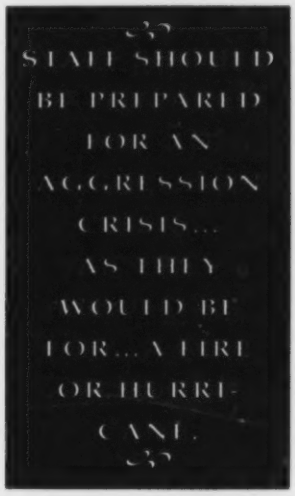
Hurdle Help	Hurdle help occurs when the child is provided with the help he/she needs before a behavior problem occurs.
Signal Interference	When the behavior is about to occur, the teacher uses a non-verbal signal to let the student know that he/she is aware of the situation.
Proximity Control	The teacher moves near the child who is engaged in the behavior. Often standing next to a child calms disruptive behavior.
Interest Boosting	Sometimes showing a personal interest in a student and her/his hobbies can assist a student in acting appropriately.

* Long, N. J., & Newman, R. G. (1976). Managing surface behavior of children in school. In N.J. Long, W.C. Morse, & R.G. Newman (Eds.), *Conflict in the classroom: The educational children with problems* (3rd ed.) (pp. 442-451). Belmont, CA: Wadsworth.

Teachers should decide whether to use supportive and/or punishment techniques during this stage. In addition, teachers should plan to use this time to teach self-control.

Classroom Preventative and Planning Measures for Aggressive and Violent Students

Several factors can be used by educators to plan for and prevent student acts of aggression and violence. The adage that "an ounce of prevention is worth a pound of cure" seems well-suited to educators involved with students with aggressive and violent tendencies.



Practice for a crisis. Staff should be prepared for an aggression crisis just as they would be prepared for the eventuality of a fire or hurricane. Educators and their students should be aware of a) where to go during times of aggression or violence (e.g., what exits to use); b) who should be notified, how these contacts will occur, who will make the contacts, etc.; c) what students not involved in crises should do during these occurrences; and d) roles of various staff members during crises.

Train staff to respond to students' acts of aggression and violence. Operating procedures should exist within each school that identify general methods and individual programs for students who can exhibit aggressive and violent behaviors. These procedures should clearly identify staff members' roles, intervention procedures, crisis communication options, and evaluation methods. Teachers and other staff must be trained to use these general and individualized intervention programs and know when to use various crisis procedures.

Dressing appropriately. Educators who are required to intervene with students who are likely to exhibit these behaviors should wear attire that does not interfere with their ability to appropriately respond to crisis situations. Many have reported that wearing low heeled shoes, choosing loose fitting garments, eliminating sharp jewelry, and choosing short hair styles or wearing hair pulled back increases their confidence and effectiveness during student acts of violence and aggression.

Remove items of value from reach of aggressive and violent students. It is common for out-of-control students to attempt to throw or destroy materials and items of monetary and sentimental importance to their teachers. Thus, educators should carefully consider whether they want valuable items in their classroom.

Establish trust and rapport with students. Rapport, in and of itself, will probably not eliminate students' aggressive and violent behaviors. However, positive relationships with students facilitate effective prevention and intervention methods. These trust-oriented relationships facilitate application of alternatives to aggressive and violent behaviors. Hence, educators should consistently and clearly demonstrate positive human attitudes and values toward students.

Define behavioral expectations and apply consequences for rule compliance and noncompliance. Strategic methods should be in place that reinforce appropriate student behaviors as well as provide support when aggressive and violent behaviors are likely. Clear identification of rules and other boundaries, and consistent and constant application of consequences are mandatory in a classroom that attempts to minimize aggression and violence.

Remain calm and in control. Maintaining a sense of calm and control during a violent act is difficult. Adult control and confidence aids students in regaining internal controls and assists them in seeking alternatives to aggression and violence. Throughout the crisis cycle, educators must calmly communicate to students that a) staff are there to assist them and b) there are alternatives to aggression and violence.

Maintain a therapeutic attitude. Educators involved with aggressive and violent students should be reminded that they are to assist these young people in acquiring the skills and knowledge that will assist them in the future in a therapeutic manner. Major components of a therapeutic attitude are a willingness to understand students and consideration of their emotional fragility. Empathy for students with aggressive and violent tendencies assists educators in seeking suitable ways of dealing with problem behavior and implementing various intervention programs that maintain student dignity and esteem.

System Wide Policies and Procedures to Meet the Needs of Aggressive and Violent Students

Effectively serving aggressive and violent children and youth in various school settings requires consideration of broad based policies and procedures which go beyond students' immediate classrooms and teachers. The following recommendations can assist in creating systems supportive of and competent to respond to the needs of aggressive and violent students.

Develop school-wide and individualized behavior plans. A school-wide discipline policy that has support of community members should be in place to establish an environment where students are weapon-free, only enrolled students are permitted in schools, and educators are supported by the community to take appropriate measures to ensure that their schools are free of illegal substances and paraphernalia, gang activities, and other potentially dangerous elements. Educators, students, and other stakeholders should be fully apprised of the policy as well as the consequences that will result from a lack of adherence to that plan.

In addition, there should be an individualized behavior plan for each student who is likely to engage in aggressive and violent behaviors. This plan should include a) a complete description of the problem behavior and its antecedents, b) behavioral expectations, c) intervention strate-

gies, d) an evaluation plan, and e) a description of required supports. Intervention strategies should be carefully delineated with options presented for all stages of the crisis cycle.

Offer a full continuum of educational, mental health and other services. Students who are prone to exhibit aggressive and violent behaviors should be assigned to settings based on their individual needs. While many of these students can succeed in general education classrooms and public schools, it is imperative that school personnel be permitted to offer such students more intensive and restrictive options than are afforded by general education classrooms and public schools. These may include, but are not limited to, social service, mental health, vocational, and legal supports.

Enhance communication across agencies and disciplines. Various community agencies are involved in serving children and youth with aggressive and violent behaviors. To ensure that student and family needs are met and to orchestrate services, efficient and effective communication lines must be developed between and among schools and agencies. Such a communication system ensures information sharing, preventing individuals within various systems from losing contact with one another, failing to make appropriate service provisions, or duplicating services. It is especially important that a liaison be established between schools, institutional settings, social service settings and other community-based agencies.

Facilitate parent and family involvement and provide maximum family support. Parents and families play an important role in supporting children and youth with problems of aggression and violence. In fact, parent and family support systems are often the bridge to long term solutions for problems of aggression and violence. Parents and families may provide important information on student needs and characteristics; they can provide an important link between school and community; and they can be directly involved in developing and implementing intervention programs. Parents must be empowered to be actively involved in intervention and communication programs based on their needs, interests and abilities.

Train and empower case managers to coordinate programs and services. A school-based case manager should be assigned to each aggressive and violent student. Responsibilities of case managers should include: a) coordinating student services and programs across agencies and schools; b) acting as a primary liaison between educators, agency personnel and parents; c) organizing and coordinating student records and information; and d) synthesizing student information into a comprehensive format for appropriate personnel. Case managers should assume responsibility for coordinating student education and treatment programs, and orchestrating information among relevant persons.

Summary

Students who exhibit aggressive and violent behaviors are increasingly being seen in the general education setting. Thus, it is important that school-based personnel have the ability to plan and apply appropriate interventions for these students. It is imperative that educators understand the crisis cycle and how to intervene at each stage. Moreover, school-based personnel should work together to devise and implement policies that meet the needs of these students. It is through the aforementioned strategies that students with a propensity for committing aggressive and violent acts will have an opportunity to succeed in a public school setting. ☆

Dr. Brenda Smith Myles is Associate Professor of Special Education at the University of Kansas and Editor of Intervention in School and Clinic. *Dr. Richard L. Simpson is Professor of Special Education and School Psychology at the University of Kansas and senior editor of* Focus on Autism and Other Developmental Disabilities.

This article is abstracted from "Aggression and Violence by School-Age Children and Youth: Understanding the Aggression Cycle and Prevention/Intervention Strategies," by Brenda Smith Myles and Richard L. Simpson (1998). Intervention in School and Clinic, *33(5), 259-264.* *Copyright (1998) by PRO-ED, Inc. Adapted with permission.*

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UNIVERSITY CAMPUS WEAPONRY:
STUDENT ATTITUDES, FEARS & BEHAVIOR

By Glenn E. Meyer, Ph.D.

In today's society, many people fear weaponry. Images of violence permeate the media. Some propose strict control like the Brady and Crime Bills or searches in schools and housing. Others maintain that handguns can offer some degree of safety. But the college and university campus seems removed. We are not like the high schools with metal detectors at the entrances. However, carrying weapons may be increasing and there are suspicions that high school behaviors will transfer to college campuses. College students also live in a fearful world but little survey work has probed their attitudes or behavior.

We surveyed two private liberal arts colleges and two large urban commuter state institutions (Lewis & Clark College and Portland State University in Oregon and Trinity University and San Antonio College in Texas. Total N = 597) as to attitudes about handgun control, fears about crime, and weapon carrying behaviors. Of interest were: gender, age, race, handgun ownership, licensing/banning/registration issues, victimization, reasons for fear of crime, willingness to use handguns in various scenarios, and weapons carrying on campus (guns, knives, sprays).

Several interesting trends emerged. The sample did not favor banning ownership of handguns (no = 61% in Oregon, 68% in Texas). Almost 9% owned handguns, and 47% in Texas and 31.5% in Oregon have considered owning a handgun (men significantly more than women). For these groups, the primary reason is personal protection or job related. Issues of respect/status were unimportant. Thirty-nine percent reported being a victim of a violent crime or having someone close to them being one. Both sexes favored waiting periods and licensing (90%). Forty percent say they would be likely to use a gun to protect life and limb (women slightly less) but unlikely to merely protect property. Twenty percent have carried a weapon of any type to campus. However, type varied by gender. Guns were reported by 1.1% of females and 3.3% of males. Interestingly, 7.7 % of women and 9.8% of men have carried knives. A strong gender difference emerged as 21% of women reported carrying sprays compared to 2.5% of men.

Conclusions

College students are less likely to own handguns than the total population or others of similar age. The percent not favoring a total ban on handguns is similar to the national proportions. The proportion favoring permits, licenses and waiting periods is higher. Some national studies indicate that protection issues are not highly weighted but our results seem to disagree. This may be due to our urban populations for whom sport issues were less important. Issues of respect were less significant than protection, consistant with high school studies which report self-defense as the most powerful predictor. Finally, serious weapons (guns and knives) are on campus. A 3% ownership rate for guns by males on relatively safe college campuses can be compared to a 6% rate in high schools in similar localities. ∞

Dr. Glenn Meyer is a Professor of Psychology at Trinity University in San Antonio, Texas.

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Dear Colleague:

I want to take this opportunity to introduce you to ***The Prevention Researcher*** newsletter. Our newsletter reaches nearly 30,000 teachers, counselors and mental health professionals in the U.S. and Canada. We keep you informed of the latest prevention research in a concise and timely format.

The Prevention Researcher reports on research in many facets of the prevention community. In the last several years, our prevention topics included:

- teenage suicide,
- adolescent pregnancy prevention,
- tattooing and body piercing,
- teenage eating disorders,
- juvenile delinquency, and
- athletes at-risk for substance abuse.

Our style is straightforward and easy to digest. We know you are overloaded with reading material. ***The Prevention Researcher*** was designed to un-burden you... and give a snapshot of the state-of-the-art research in the prevention field. We want to keep you up-to-date without the overload!

The response to our newsletter has been phenomenal. We have educators, district attorneys, police chiefs and mental health professionals contacting us daily with positive and encouraging responses to our work. We would like to add you to the list. Subscriptions are only **$20.00** a year.

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Steven Ungerleider, Ph.D.
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RETHINKING THE CAUSES OF HIGH SCHOOL DROPOUT

By Will J. Jordan, Ph.D., James M. McPartland, Ph.D. and Julia Lara, Ph.D.

Much has been said and written about the impact of a teenager's decision to drop out of school. Yet few scholars have investigated explicitly whether minority adolescents, particularly African-Americans and Latinos drop out for different reasons. While we know about the broad patterns of dropout behavior, research has not afforded much guidance in understanding how these patterns differ between groups of adolescents. In order to provide better educational interventions for students at risk of dropping out and to establish recovery strategies for those who have already left school, we need a fuller understanding of the multiple surrounding the dropping out process.

This article explores cultural nuances of why adolescents drop out.

Pushed Out and Pulled Away

There are two major categories of explanations for dropping out of school: push and pull effects. The former describes students who leave school because they are unable to cope with, or tolerate, conditions existing within the school's environment. The latter refers to those who drop out as a result of events or conditions taking place beyond the schoolhouse doors.

Push effects responsible for dropping out are often located within the school itself.

Students Pushed Out of School

Push effects responsible for dropping out are often located within the school itself. They cause adolescents to feel unwelcome, resist or altogether reject schooling. Over time, students who dislike being in school exert less academic energy, and the lack of motivation often affects their performance.

It is important to stress that school-related factors are not necessarily school-caused. Many outside factors such as the adolescent's psychological disposition, family background, or educational options based on social class status may have equal, or even more weight than a school's resources.

The rejection of school by potential dropouts can manifest in disruptive behavior, chronic absenteeism, and/or a complete cessation of academic effort. However, in punishing this kind of behavior by suspending, failing or giving poor grades, schools sometimes produce continued failure, rather than get students to succeed as they intend. This is very troublesome for educators striving to reduce the dropout problem. Some schools implement policies that actually exacerbate, rather than ameliorate failure and dropout. For example, policies forcing teachers to give failing grades to

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From The Editor's P.C.

Dear Colleagues:

We welcome you to our Fall issue of The Prevention Researcher *newsletter. As always, we are getting useful and productive feedback from a broad spectrum of prevention professionals across the globe. If you want to check on our newest material, get references, or send comments please visit our updated website at:*

http://www.TPRonline.org/

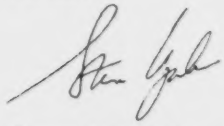
This Fall 1999 issue focuses on drop-out prevention. Our guest contributors include Drs. Joseph Mahoney of Yale University, and Robert Cairns of University of North Carolina at Chapel Hill, writing on extracurricular activities and dropouts. Professors Will Jordan and James McPartland both of Johns Hopkins University and Dr. Julia Lara from the Council of Chief State School Officers write on the push/pull effects on school dropout.

Our other distinguished contributing authors include Drs. Katherine Larson and Russell Rumberger of U.C. Santa Barbara who discuss dropout prevention for high-risk Latino students. Drs. Sarah Ingersoll and Donni LeBoeuf of the Office of Juvenile Justice in Washington round-out our panel with a discussion on reaching youth out of the educational mainstream.

We believe this is a special issue in that this topic is rarely addressed in the literature, nor is there much data to truly understand the multi-faceted problem of teenage dropout.

We hope it is of value to you.

All the best,



Steven Ungerleider, Ph.D.
Psychologist/Editor

students who miss a certain number of school days. When this happens there is little incentive for students to come to school or do school work for the remainder of the term.

Also, chronic absentees can evolve into actual dropouts if safety net mechanisms are not put in place. Particularly in large, inner-city, comprehensive schools, such students often fall between the cracks and become casualties of educational bureaucracies. Some schools have tried to prevent this crisis by declaring war on absenteeism. This includes school reform strategies aimed at changing the nature of relationships between adults and students so that every student can find allies in school who know and care about them.

Another school policy with drawbacks is suspending students. Although disciplinary removals are sometimes unavoidable, students who are often suspended begin to see themselves as incapable of succeeding in school. The school affirms this perception with each new suspension. Being held back to repeat a grade can have a similar effect. In the worst cases, adolescents can be seen as being evicted from school in that they have slipped so far behind and developed such an adversarial view of their own schooling that the probability of getting back on track is quite small.

Students Pulled Away From School

Pull effects reflect the fact that the school is merely one aspect of the adolescent social milieu. For some students, compelling external factors undermine an emphasis on schooling. Adolescents constantly sort and reconfigure their priorities, sometimes with and other times without adult guidance, and oftentimes school work takes a back seat. The family, peer groups, and religion, as well as other social institutions play a critical role in the stability and development of the adolescent. However, conflict between educational objectives of schools and social forces external to the school may interfere with student success. Many factors such as having to care for family members, or needing to hold down a job can have a negative impact on school performance and in many instances lead to dropout.

The Cultural Context of Dropping Out

Considering the cultural context of different race-ethnic groups in the United States, there are ample reasons to expect that the dropout process may be experienced differently by different people. Children from African-American and Latino families, for example, are more likely to be subjected to ineffective schooling and to be economically disadvantaged than children from white families. Both of these factors have direct consequences on the reasons why they drop out. Ironically, poor and minority families are more dependent than white, middle-class families on having good elementary and middle schools for their children to build a solid foundation of academic preparedness for the high school years. When schooling is weak and substandard in the early grades, these students are likely to be frustrated in their attempts to earn passing grades in high school.

There are also cultural differences in the importance attached to completing high school. Some poor Latino families may not expect their female children to complete high school because this is not valued as greatly as the role of wife and mother. Rural populations may similarly place less emphasis on completing high school because the economy and social life is configured differently than in metropolitan areas. Some inner-city African-American youth may question the value of a high school diploma in the face of higher levels of unemployment and the existence of neighborhood underground economies where educational credentials have little meaning.

Common Reasons for Leaving School

The following data were drawn from the National Educational Longitudinal Study of 1988, sponsored by the U.S. Department of Education. It is a

longitudinal survey of 25,000 students, including their teachers, parents and principal, spread among 1,000 schools. While we will not describe the regression models used in our technical report, the relationships discovered here were generally reaffirmed in the multivariate analysis and a battery of T-Test.

Dropouts were given a list of 21 reasons typically cited for leaving school and asked to select all that applied to them. The reasons covered a variety of areas including school-related variables, peer influences, family constraints, and accelerated or adult role transitions. They reflected both push and pull effects.

As shown in Table 1, school-related (push) factors appear to be most important for predicting a student's decision to drop out. Fully 51% of the students reported "I didn't like school" while 44% said "I was failing school." In contrast, pull factors were reported much less often. Only 7% of the respondents indicated that they needed to help support their families. While 17% and 18% respectively "had to get a job" and/or "found a job."

Although descriptive of the various reasons adolescents give for dropping out, these percentages alone do not identify variation across race-ethnicity and gender. However, using several comparison techniques we found interesting group differences. We categorized the various reasons for dropping out into seven logical scales:

(1) school-related;
(2) job-related;
(3) suspended or expelled too often;
(4) friends or peers;
(5) school safety;
(6) mobility; and
(7) family-related.

Table 2 (on page 4) shows the means of the seven scales tabulated across race-ethnicity and sex. One clear finding is that in each of the racial-ethnic as well as gender groups, school-related factors are the most cited reasons for dropping out. However, white males appear more likely than African-Americans or Latinos to report school-related reasons. A similar pattern resulted among females.

Family-related reasons for dropping out varied by sex. Females reported family reasons as a distant second to school-related reasons. However, males cited family-related causes least often. This is true particularly among white males. Among all groups, African-American females reported family-related reasons most often.

Latino and white males reported job-related reasons for dropping out second to school-related reasons. However, for African-American males, the second biggest reason was being suspended too often or expelled. In fact, African-American males cited suspension/expulsion as one of the reasons why they dropped out far more often than any other group.

In summary, a rank ordering of the various reasons for leaving school shows that the biggest differences are related to gender. The top three reasons males cite for dropping out are school-related, job-related, and suspension/expulsion. For females the order is school-related, family-related, and job-related. There are also important racial-ethnic differences within and across each gender group. African-American males cited being suspended/expelled at a considerably higher rate than that of both Latino and white males. In addition, African-American males were also more likely to report having friends who have dropped out as one of the key reasons why they decided to do likewise. Similarly, among females, African-American's mean values for being suspended and having friends who dropped out were notably higher than Latinas and white females.

Discussion

The path to dropping out of school is complex and multidimensional. In order to improve policy and practice aimed at addressing the drop-out problem, several considerations ought to be taken into account. Among them is the fact that sometimes the focus of the problem is within the school itself, while at other times it goes beyond school-related factors.

In addition, the reasons why adolescents drop out of school differ across

TABLE 1

Means and Standard Deviations of Reasons for Dropping Out of School (N=1000)

	Reason	Mean	Std. Dev.
a.	I had to get a job	.17	.38
b.	I found a job	.18	.38
c.	I didn't like school	.51	.50
d.	I couldn't get along with teachers	.34	.48
e.	I couldn't get along with students	.16	.37
f.	I wanted to have a family	.06	.24
g.	(For Females Only) I was pregnant	.12	.32
h.	I became the mother/father of a baby	.12	.32
i.	I had to support my family	.07	.26
j.	I was suspended too often	.16	.36
k.	I did not feel safe at school	.09	.29
l.	I wanted to travel	.03	.18
m.	My friends had dropped out of school	.12	.33
n.	I had to care for a member of my family	.07	.26
o.	I was expelled from school	.13	.33
p.	I felt I didn't belong at school	.25	.43
q.	I couldn't keep up with my schoolwork	.31	.46
r.	I was failing school	.44	.50
s.	I got married or planned to get married	.12	.33
t.	I changed schools and didn't like my new school	.11	.31
u.	I couldn't work and go to school at the same time	.18	.36

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TABLE 2

Reasons for Dropping Out (Composites) Across Race-Ethnicity and Sex Means and Sample Sizes (N=936)

Males					Females				
Scale	Latino	African-American	White	Total	Scale	Latino	African-American	White	Total
School-Related	.384	.315	.474	.429	School-Related	.265	.272	.343	.312
Job-Related	.214	.199	.233	.229	Family-Related	.174	.181	.129	.149
Suspended	.152	.274	.190	.196	Job-Related	.114	.092	.131	.120
Friends	.124	.207	.163	.162	Safety	.122	.125	.115	.118
Safety	.129	.158	.134	.137	Suspended	.072	.146	.064	.079
Mobility	.077	.104	.065	.068	Friends	.063	.139	.065	.077
Family-Related	.072	.085	.038	.053	Mobility	.059	.083	.064	.066
N of Cases	105	82	306	493		111	72	260	443

racial-ethnic groups and gender. Although there are enormous gender differences, a great deal of variation between racial-ethnic groups also exists. To be successful, efforts to find solutions to the dropout problem must reconcile these differences.

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Reaching Youth Out of the Mainstream

By Sarah Ingersoll and Donni LeBoeuf

Educators, government officials, youth-serving professionals, law enforcement officials, and parents are calling for policies and program interventions that will effectively manage and serve youth who have fallen—or are in danger of falling—out of the education mainstream. States are enacting legislation to deal with school dropouts and with issues of suspension, school safety, and truancy.

The U.S. Departments of Justice and Education developed a joint 3-year initiative, Youth Out of the Education Mainstream (YOEM), to address this call to action. This initiative was designed to alert the public to the need for programs to help at risk youth continue their education and become contributing members of society. This initiative was completed in Fiscal Year 1997 and many of its components are currently being funded jointly by the Office of Juvenile Justice and Delinquency Prevention and other Federal agencies because it succeeded in achieving its goals. Its three goals were:

- To heighten awareness of the growing problem of youth out of the education mainstream and of the need for prevention and intervention programs that address risk and protective factors in the lives of these youth, so they can continue their education and work to achieve their full potential.
- To reduce the number of youth who are in danger of leaving or who have left the education mainstream.
- To reduce the number of youth at risk of delinquency because of truancy, dropping out of school, suspension or expulsion, lack of a safe school environment, or lack of reintegration services from juvenile justice system settings into the mainstream school.

Causes

Two broad, common influences underlie the reasons that youth end up outside the education mainstream:

- **Factors related to school.** These include lack of motivation that results from poor academic performance, such as low reading and math scores, and failure to keep pace with other students; low self-esteem resulting from classification as one who is verbally deficient or a slow learner; lack of personal and educational goals; and teacher neglect and lack of respect for students.
- **Factors related to the community and home.** These risk factors include negative role models exemplified by friends who are

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chronically truant or absent from school; pressures related to family health or financial concerns; difficulty coping with teen pregnancy, marriage, or parenthood; lack of family support and motivation for education in general; and violence in or near youth's homes or schools.

Solutions
The YOEM strategy assists communities in formulating collaborative prevention and intervention programs and services for these young people to help keep them in or return them to school. The following sections discuss the five categories of youth addressed by the YOEM initiative with promising approaches described.

FEARFUL STUDENTS

Problem Overview
Many students are genuinely afraid to attend school. Many bring weapons to school because of the proliferation of gangs, drug activity, and other students carrying weapons. Juvenile violence and victimization can create a climate of fear that pervades the school setting. Parents fear for their children's safety going to and from school, and children are often apprehensive at school from fear of bullying or threats of violence.

Promising Approaches/Programs
Various types of partnerships between school officials and law enforcement officers have addressed the problem of youth who are afraid to leave their homes or go to school.

Improving the School Atmosphere
Some approaches focus on improvements in the school atmosphere by:

- Providing crime prevention training for students;
- Increasing communication among teachers, students, and law enforcement officials;
- Fostering parent involvement;
- Offering teachers school safety training;
- Creating schoolwide violence prevention curriculums;
- Establishing peer mediation and conflict resolution programs.

Responding to Perpetrators of Violence
Other programs respond to the perpetrators of violence and fear through curricula that engage these students in learning anger management, conflict resolution, resistance to peer pressure, and appreciation of diversity.

Many jurisdictions also focus on fear related to gang violence. They employ strategies that include teams of community volunteers, school officials, and youth-service providers. Working together, they conduct special outreach programs to gang members designed to reduce gang threats, recruitment, and revenge; remove gang graffiti; provide afterschool programs; and establish comprehensive dress codes that eliminate gang signs and colors from the school environment.

Targeting Weapons These program strategies include antiweapon campaigns that increase student engagement with school officials, anonymous hotlines for reporting weapons and other criminal activity, school resource officers, locker searches, and clear school policies and discipline codes. The majority of weapon reduction programs involve curricula that emphasize the prevention of weapon misuse, the risks involved with the possession of a firearm, and the need for learning conflict resolution and anger management skills.

The complete bulletin from which this article was condensed, "Reaching Out to Youth Out of the Education Mainstream," is available for free from the Juvenile Justice fax-on-demand service at (800) 638-8736 or on their Web site http://ojjdp.ncjrs.org/

TRUANTS

Problem Overview
With daily absentee rates as high as 30% in some cities, it is not surprising that truancy is listed among the major problems facing schools. The impact of truancy extends beyond the loss of educational opportunity. Many police departments report that daytime crime rates are rising, in part because some students who are not in school are busy committing crimes.

Promising Approaches/Programs
Team Approaches
Schools are joining with district attorneys' offices and law enforcement, social services, and community agencies in their attempts to address truancy. This team approach focuses on both the parents and child. It determines what issues are contributing to the child's truancy and sends a clear message on the need for regular school attendance to the parents and the child. If these efforts do not result in regular school attendance, the team refers the case to the district attorney's office for a hearing. In cases where truancy persists, the district attorney's office will refer the student, the parents, or both to court. Court dispositions may include counseling on communication, conflict resolution education, parenting skills, and community service or a fine.

Truancy Centers
Centers dedicated to truancy reduction are being established across the country as a tool that school, law enforcement agencies, and community organizations can use to address their truancy problems. Youth-serving organizations are making their facilities available to schools to support truancy center programs.

Alternative Schools
Many truants benefit from the smaller classes, higher teacher-to-student ratio, and more hands-on learning found in an alternative school setting.

SUSPENDED AND EXPELLED STUDENTS

Problem Overview
Weapons possession, substance abuse, disruptive behavior, assaults on school staff and students, and criminal acts committed outside school are five reasons schools are removing increasing numbers of students from the educational mainstream.

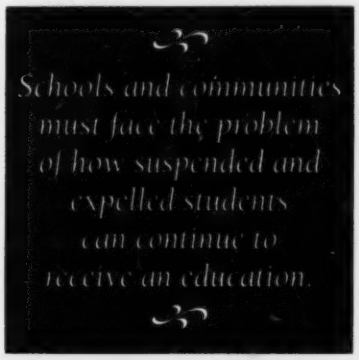
In order to receive Title I funds from the U.S. Department of Education, a state must have a law "...requiring local educational agencies to expel

from school for a period of not less than one year a student who is determined to have brought a weapon to school," except that the local chief administrative officer may modify the expulsion requirement on a case-by-case basis. As a result, school districts are increasingly ordering 1-year expulsions for students who bring weapons to school, spawning a large number of students who must be dealt with in alternative schools, in the juvenile justice system, or on the streets. Schools and communities must face the problem of how suspended and expelled students can continue to receive an education and what kind of academic setting should be provided for them.

Promising Approaches/Programs

In-School Suspensions

Typically, disruptive students are suspended from school and placed under parental supervision. Students, however, often lack oversight due to parents' work schedules and repeat the same disruptive behaviors in the home and community, and miss homework assignments. Schools also lose Average Daily Attendance income. These factors created the need to alter the out-of-school suspension policy for many school districts. They concluded that disruptive students need a structured environment to help them change their behavior while staying focused on their education. In-school suspensions are one answer these school districts have chosen to address the problem of disruptive student behavior. These in-school suspension programs provide academic and counseling components.


Schools and communities must face the problem of how suspended and expelled students can continue to receive an education.

Alternative Schools

Many school districts have chosen alternative schools to provide academic instruction to expelled students. At the alternative school, troubled youth receive an assessment of their academic and social abilities, are assigned to a program that allows them to succeed while challenging them to reach higher goals, and receive assistance through small group and individualized instruction and counseling sessions.

STUDENTS BEING REINTEGRATED FROM THE JUVENILE JUSTICE SYSTEM

Problem Overview

More than 500,000 delinquency cases disposed each year by juvenile courts result in court orders allowing the juvenile offender to remain in the community on probation—or return to the community following a residential placement—and continue normal activities such as school and work. Regular school attendance and community service often are conditions of these orders.

For the vast majority of youth on probation or in aftercare, educational success is critical to preventing recidivism and further involvement in the juvenile and criminal justice systems. Yet meeting the educational needs of these youth has proven to be a particularly difficult problem. Institutional resistance and barriers between the educational and justice systems often result in a lack of advance planning and coordination that further exacerbates the problem. Juvenile offenders may arrive at a school without advance notice, institutional scholastic documentation, or a reintegration plan. Further, these youth frequently face parents who have given up on them, teachers and fellow students who fear them, and citizens who do not want them in the community.

Promising Approaches/ Programs

Programs that focus on court-involved youth tend to fall into three categories:

Model Learning Environments

These learning environments for detained and incarcerated youth encompass the philosophy that education should be the centerpiece of each juvenile's institutional experience. Facility staff regard every contact with a youth as a teaching opportunity. This model expands learning beyond classroom activity into the spectrum of the institutional experience and trains and empowers staff to teach and make learning enjoyable. Educational programs deal with learning disabilities, which have been identified as an important risk factor contributing to school failure and entry into the juvenile justice system.

Prerelease Strategies

These strategies are critical for supporting the juvenile's transition from the juvenile justice system into the community. A cluster group composed of multiple agencies (mental health, social service, probation, child protection, and education) can provide services or treatment for a family. The group meets on a regular basis to share information and provide integrated services. Placement considerations and discussions with regular school officials begin well before the student is scheduled to leave residential care. Juvenile justice officials share information on the therapeutic needs, academic functioning, educational goals, and aftercare conditions with the school. A key factor in easing the reintegration process is a visit by the student to the school prior to release.

Transitional Settings

Several approaches can be used to help a juvenile move smoothly back into school from a correctional facility. These include:

- *Alternative schools* which may provide an appropriate interim placement for a juvenile exiting a detention facility or a residential placement.
- *Short-term enrollment* can be used in transitioning a youth from a more restrictive alternative school into a regular or less restrictive alternative school setting. This may be complemented with a review of policies including zero tolerance policies; a violence elimination contract; and identification of target goals.
- *Restorative justice model* which helps the offender move into the education mainstream by tailoring the curriculum to the juvenile offender, thereby addressing the needs of the student and the community.

- *Probation officers on campus* whose prime purpose is to help prevent the returning juvenile from engaging —or reengaging—in delinquent activity.
- *School-to-work programs* emphasize the connection between the classroom and the work setting.

For each of these approaches, it is important to remember that the impact of the family on the emotional and academic well-being of the juvenile is crucial. If the family is not functional, then the risk for academic failure and further justice system involvement is significantly increased. Consequently, schools must assist in educating families and helping families obtain necessary services.

DROPOUTS

Problem Overview

Individual student's lives are not only negatively affected by dropping out, but dropouts, as indicated earlier, have a broader impact on the economy because they are more likely than high school graduates to be unemployed and on welfare.

Promising Approaches/Programs

Schools with low dropout rates share common factors: relatively small size; extensive one-on-one work with students; teaching methods that draw students into the learning process; and teachers, staff, and parents who are personally involved with helping students learn. Through these approaches, they create a bond between students and the school environment that keeps students enrolled and involved in "their" school.

Schools and communities need, however, to view the dropout problem from both prevention and intervention perspectives. Two similar but different approaches are needed to help keep youth at risk from dropping out of school and to provide programs to bring those youth who have dropped out of school back to complete their education requirements and graduate or earn a general equivalency diploma.

School-to-Work Programs

These programs provide students not only with their high school diploma but also a certificate of achievement for learning a skill or trade that helps them gain entry to employment after high school.

Career Academy Programs

These programs allow students to choose a professional track such as justice, nursing and medical care, computer technology, and other professional fields. The key feature of these programs is their ability to place the academic process into a context that provides on-the-job experience, experiential learning, future employment opportunities, career options, or advancement to higher education programs.

CONCLUSION

The YOEM initiative fosters a new way of doing business—the business of educating, enforcing the law, ensuring justice, providing social services and supports, and even of being a parent. The present system often fragments services to children and families or burdens schools with the task of remedying societal ills. The YOEM design strategy is to help communities work together more effectively and more efficiently to address these issues. It is designed to empower local community partnerships with ideas and strategies that have shown promise. Each young person deserves the opportunity to demonstrate that he or she is capable of success.

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This article was abstracted, by the authors, from Reaching Youth Out of the Education Mainstream, Juvenile Justice Bulletin, February 1997, pp.1-11. To receive a copy of the complete article or others in the YOEM series, contact the Juvenile Justice Clearinghouse at (800) 638-8736.

Dropout Prevention for Highest-Risk Latino Students

By Katherine A. Larson, Ph.D. and Russell W. Rumberger, Ph.D.

One of the major challenges facing public education in the United States is reducing the number of students who fail to graduate from high school. The urgency of this challenge was recognized by President Clinton and the nation's governors in 1997 when they adopted the following as one of seven National Goals of Education: "By the year 2000, the high school graduation rate will increase to at least 90 percent." An additional goal was to eliminate the gap in high school graduation rates between students from minority backgrounds and their non-minority counterparts. This goal is critically important because the educational attainment gap between minority and white students remains large.

In 1994, the percent of high school drop out among persons 16 to 24 years old was 30% for Hispanics, 13% for African-Americans and 8% for whites. Other data from the National Goals Report show a 26 percentage point difference between whites and Hispanics and a 10 percentage point difference between whites and African-Americans in terms of high school completion rates. Additionally, even when controlling for gender, ethnicity/race and socioeconomic status, students who attend urban schools were 50% more likely to

drop out than students attending suburban or rural schools.

In response to the need to increase graduation rates of low-income highest-risk minority youth, the US Department of Education funded a six year dropout prevention study beginning in 1990. This study took place in Los Angeles. The intervention which we designed and investigated is called ALAS an acronym for "Achievement for Latinos through Academic Success." ALAS also means wings in Spanish. It was developed to test a comprehensive approach for educating and graduating highest-risk middle-school Latino youth who live in urban neighborhoods with high concentrations of poverty.

The Dropout Prevention Program

ALAS specifically addressed the needs of Latino students who manifest the least motivation, the poorest academic skills, and the greatest need for teacher supervision. These students are at risk not only for school failure but also delinquency, substance abuse, mental health problems and early teen parenting. Two-thirds of ALAS students scored below the 25th percentile on California state tests; the other third scored below the 50th percentile rank. Importantly, this highest-risk group of Latino students does not represent a small minority of Latino students, but according to other research, appears to represent 30-40% of the low-income Latino population. Despite their substantial numbers, these are the students found to be the least positively affected by general school reform and the least helped by traditional dropout prevention programs.

> In 1994, the percent of high school dropout among persons 16 to 24 years old was 30% for Hispanics, 13% for African Americans and 8% for whites.

ALAS emphasized psychosocial interventions as much as academic and cultural interventions. Previous research has found that students' individual psychosocial behavior accounts for a large proportion of school dropout and failure. Specifically, for about a 30-40% of "high risk" students, psychosocial behavior may manifest itself in overt behavior (such as lack of productivity, depression, truancy, verbal abuse, physical fighting, failure to follow instructions, and vandalism) that is significantly disruptive to the individual and is often disruptive to school staff and other students. ALAS addressed not only the students' individual characteristics but also the service providers within the environments in which they live and function.

Finally, ALAS differed from traditional dropout prevention efforts because it focused on the middle-school level, which research indicates is the time half of Latino male dropouts leave school.

Conceptual Framework and Program Design

ALAS was founded on the premise that the youth and school as well as family and community contexts must be addressed simultaneously for dropout prevention efforts to succeed. Thus, ALAS consisted of a series of specific intervention strategies focused on individual adolescents as well as on three contexts of influence on achievement: the family, the school, and the community. The intervention strategies were designed to increase the effectiveness of actors in each context as well as increase collaboration between them.

The program's day-to-day operation was delivered by a supervisor, counselor/advocates, and clerical staff. Each student was assigned a trained counselor/advocate who worked as a case manager to ensure that all components of the intervention were provided as needed and who monitored the student continuously. The counselor/ advocate worked not only directly with the student but also with school personnel, parents, and individuals and agencies from the community.

ALAS was implemented and evaluated as a pilot intervention program in one Los Angeles-area middle school that serves mostly Latino students in grades 7, 8, and 9. In comparison to similar schools, the target school ranked in the 17th percentile according to the California Assessment Program. Ninety percent of ALAS students participated in the federal school lunch program, 50% spoke Spanish as a first language, 60% of their parents did not graduate from high school, and 66% were boys. Participating students received the intervention program in conjunction with the regular school program for all three years of junior high school, or as long as they remained in the target school. The comparison group received only the regular school program during junior high school.

There were four components to the ALAS program all of which entailed specific strategies of implementation. The adolescent component focused on a specific social problem-solving training program titled Social Thinking Skills, student recognition, and active enhancement of a student's sense of school affiliation. The school component included frequent teacher feedback to students and parents as well as intensive attendance and classwork monitoring. The family component included use of community resources and training for parents in school participation as well as in guiding and monitoring an adolescent. The community component focused on enhancing collaboration among community agencies providing youth and family services, as well as enhancing service providers' skills and methods for serving youths and families.

Four principles describe how the ALAS approach structures student-adult relationships and thereby increases student affiliation, instills hope, and promotes empowerment. These four principles were:

(1) be accountable for students' growth and progress;
(2) accept students as they are;
(3) attend to students' many needs and their complex situations; and
(4) alter and individualize procedures and policies.

Outcomes

To evaluate the program, the participant and comparison groups were randomly assigned. Enrollment status (drop out) of students in each group was monitored throughout the project. We evaluated outcomes

at the end of 9th, 10th and 12th grade. All differences between the participant and comparison groups were statistically significant.

By the end of the 9th grade, 100% of the participant students were enrolled in an educational program, compared to 83% of the comparison group. Keeping students enrolled in school is only the first step in getting students to graduate, however; while they are in school, students must also earn enough credits to progress toward graduation. By the end of 9th grade, 79% of the ALAS students were on track to graduate in a four year time frame and only 47% of the comparison students were on track. The ALAS intervention also dramatically improved school grades for 9th grade classes, and especially reduced the number of failed classes with the comparison group receiving about twice as many fails as ALAS students.

At the end of the 10th grade, one year after the intervention ceased, 91% of the participant students were enrolled, compared to 69% of the comparison students. When we evaluated high school credits earned, we found that the number of students who were "on track" to graduate within a four year time frame was stunningly low for both groups, yet twice as many participant students (47%) were on track than the comparison students (21%).

To determine long-term outcomes we evaluated 12th grade enrollment and graduation rates, fully three years after the middle school intervention had ceased. The dramatic gains of the participants during 9th grade and even the gains sustained during 10th grade were erased by the end of 12th grade. There was virtually no difference between the two groups. Although half of the students were still in school in 12th grade, only about a quarter of them had earned enough credits to graduate. About 34% of the participants students and 26% of the comparison students earned a high school diploma after four years of high school.

Discussion

This study tells two stories. First, the significance of this intervention in both the magnitude of improvement and in the breadth of impact over many outcome variables is a hopeful finding. These positive effects were sustained one year after the intervention had terminated. By the end of 10th grade, students who had not received the intervention were about 20% less likely to be enrolled in an educational program and about half as likely to be on track to graduate in a four year time frame.

Results achieved appear even more remarkable when the characteristics of the subjects are considered. Subjects in this study represent the most difficult to teach students within a pool of students generally viewed as high risk. The positive differences in outcomes for ALAS students compared to those in the comparison group can be attributed to the comprehensiveness and intensity of the ALAS interventions, which focused simultaneously on the youth, family, school and community. This study also tells us that adolescence is not too late to significantly impact achievement of highest-risk youth.

The second story will be discouraging to some in that the dramatic improvements were not sustained when the participant students went on to senior high school where just the traditional educational approach was provided for them. Graduation results tell us that traditional urban schools are essentially unable to successfully educate 75% of Latino highest-risk adolescents who represent nearly 40% of the Latino adolescent population. This failure was despite the fact that participant students arrived in senior high school in good shape regarding credits accumulated and 91% "hung in" and remained enrolled throughout 10th grade. That effects of a middle school intervention, even a very successful intervention, are not sustained into senior high speaks to the necessity of providing intensive education intervention throughout the secondary school years if the lowest 40% of low-income Latino youth are to succeed.

Taken together, these messages speak loudly and clearly that policy makers and legislators are on the right track to fund programs for adolescents and to insist that schools utilize research-based programs that have been shown to be effective. Moreover, programs must not only be comprehensive and intensive but they must be long-term.

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This article is abstracted from the chapter, The ALAS Dropout Prevention Program, in Capturing Latino Students in the Academic Pipeline, *by Patricia Gándara, Editor. Katherine Larson, Hugh Mehan and Russell Rumberger. May 1998. Copyright © The Regents of the University of California. Reprinted with permission.*

A copy of the complete technical report is available for a fee from the Chicano/Latino Policy Project, Institute for the Study of Social Change. (510) 642-6903.

In Our Next Issue

Recent studies of high school dating violence have shown that 14.5% to 24.4% of female adolescents and 3.3% to 9.9% of male adolescents actually reported experiencing physical and/or sexual violence in their dating relationships. We have devoted Volume 7(1) of *The Prevention Researcher* to this important issue. Dr. Christian Molidor and colleagues discuss results from questionnaires distributed to Midwestern high school students. Dr. Vangee Foshee and colleagues discuss the outcomes of the Safe Dates Project. Drs. Janine Zweig and Judith Vicary discuss sexual victimization, and Dr. Ruth Kershner examines adolescent attitudes about rape.

Volume 7 (1) will be in the mail the first week of February 2000. Additionally, our annual Resource Issue will be mailed the beginning of January 2000.

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Do Extracurricular Activities Protect Against Early School Dropout?

By Joseph L. Mahoney, Ph.D. and Robert B. Cairns, Ph.D.

North American public secondary schools are unique in terms of the number and range of pursuits that they support in the classroom and beyond. In addition to offering a broad academic curriculum, middle and high schools encourage students to participate in various extracurricular activities. These activities differ from standard courses in school because they are optional, ungraded, and are usually conducted in school facilities but outside the school day.

Although "extra" to the curriculum, many activities are closely linked to academic achievement and performance (e.g., French club, national honor society). It seems reasonable to expect that participation in these clubs and organizations should enhance classroom instruction. Other activities—such as interscholastic athletics—have little obvious connection to academic achievement; however it has been proposed that participation in these activities may be beneficial nonetheless. Participation could, for example, raise one's status within the school, extend one's social affiliations in the school community, or both. The impact would be to render school a more meaningful and attractive experience for students who have experienced few successes in academic subjects.

Do extracurricular activities have beneficial effects for the individual and the school? Or do they simply maintain the status quo and, possibly, offer attractive diversions that compete with serious academic involvement among less competent students? The second possibility follows from early studies that demonstrate that extracurricular involvement is closely associated with socioeconomic status, with the exception of athletics. Accordingly, extracurricular activities could accentuate socioeconomic divisions outside the classroom that were present within.

For the present research, development is viewed as a holistic process involving biological, psychological, and social-environmental influences that become fused over time. These influences gain their meaning through their functional relationship with other features and with the whole individual. The effect of any single factor, such as involvement in extracurricular activities, is expected to be relative to the network of constraints that have operated in the past and are likely to operate in the future.

Given these considerations, we anticipated that the influence of extracurricular involvement in the reduction of school dropout would not be evenly distributed across persons and the least competent students would benefit most from extracurricular involvement in terms of dropout reduction.

This expectation reflects two assumptions. First, we presumed that marginal or at-risk students differ from highly competent ones in terms of the range and breadth of the influences that keep them in school. Hence we expected that extracurricular involvement could heighten school engagement for these students. In contrast, highly competent students—as judged by social-academic performance in the school—are already firmly embedded in the system and the values it represents. For these students, extracurricular participation may be redundant insofar as school involvement is concerned. Second, there should be very few early school dropouts among highly competent children, regardless of their participation in optional activities. This low dropout rate would yield a statistical "floor effect" and render it difficult if not impossible to show beneficial effects of extracurricular involvement with respect to dropout.

Research has shown that extracurricular participation is associated with leadership, academic excellence, and popularity. Because most of these studies have been cross sectional, it is unclear whether extracurricular involvement contributes to successful school adaptation or is an outcome. To evaluate the directionality of the relationship, research should prospectively track individuals beginning at a point prior to dropout and at which there were few or no opportunities for extracurricular involvement.

Methods

The research sample consisted of 392 children (53% girls) who were part of a broader investigation beginning in 1982-1983. Twenty-five percent were African-American. The average age was 13 years 4 months in the 7th grade. Students were interviewed annually for 6 years, from 7th through 12th grade. Those not in school were interviewed in other locations. At grade 12, we interviewed 99% of the original sample. Information was also obtained from teachers and peers on a range of social and academic dimensions, and annual information on extracurricular involvement was available from school yearbooks.

Results

Gender and Ethnic Effects

We observed few ethnic differences in overall activity participation; identified differences were modest. In the 9th grade, African-American students, for example, participated in slightly more activities than did white students. But these differences did not hold for all activity domains.

White students were more involved in student government activities than African-American students, whereas African-American males participated in interscholastic sports more often than white males.

One striking finding was the number of students who were involved in only one or no activity. An average of 59% of girls and 68% of boys participated in one or no school activities each year. In middle school, only 13% of girls and 8% of boys participated in more than one activity. During high school, extracurricular involvement increased substantially. Across the 9th through 12th grades, 65% of girls and 48% of boys participated in more than one activity.

With the exception of one participant, risk students who engaged in any activity domain during early high school graduated from high school.

School Dropout

Sixteen percent of the participants were early school dropouts (27 females, 34 males). Dropout rates increased over time. The following number of participants dropped out for Grades 7 to 11: 7th grade, 0; 8th grade, 3; 9th grade, 13; 10th grade, 16; 11th grade, 29.

To evaluate whether extracurricular involvement would predict early school dropout, we compared activity participation across grades 7 to 10 for dropouts and nondropouts. Dropouts participated in significantly fewer extracurricular activities at all grades, even several years prior to dropout. We then assessed whether school dropout would differ according to levels of extracurricular involvement and competence using three clusters: competent, marginal, and at risk. For this analysis, extracurricular involvement was divided into three categories: no involvement, one activity, and more than one activity. As annual involvement increased, the dropout rates decreased and became similar across the three competence clusters. There was a large reduction in dropout for students in the risk clusters as activity participation increased. This effect was strongest for the risk clusters during early high school.

Results show that, with the exception of fine arts participation, all domains were associated with reduced rates of early school dropout. This was particularly true for involvement in athletic activities. There were no significant gender interactions for any activity domain. With the exception of one participant, risk students who engaged in any activity domain during early high school graduated from high school.

The association between reduced rates of early school dropout and extracurricular involvement differed according to the competence of the individual. For students in the risk clusters, the associated reduction in dropout was stronger compared with more competent students. It is likely that the relations were not as pronounced for more competent children because they presumably had one or more existing sources of positive connection to the school.

In the light of the current results, the functions and goals of extracurricular activities should be reconsidered. The exclusionary processes characteristic of some activities may work against those students who could benefit most directly from involvement.

But why should participation in a single extracurricular activity be strongly associated with lower rates of school dropout for students at risk? For students whose prior commitment to the school and its values has been marginal, such participation provides an opportunity to create a positive and voluntary connection to the educational institution. Unlike alternative procedures (e.g., school dropout prevention programs, remedial education), which focus on the deficits of students and serve as a catalyst in the formation of deviant groups, extracurricular activities can provide a gateway into the conventional social networks while, simultaneously, promoting individual interest, achievements, and goals. Thus, school dropout may be effectively decreased through the maintenance and enhancement of positive characteristics of the individual that strengthen the student-school connection.

A related question is, why is there a greater associated reduction in school dropout during early high school? One explanation is that the increased diversity of activities offered in high school provides adolescents more opportunity for activity participation suited to their interest-ability. The range of activities included in the domains that risk students most often participated in (athletics, fine arts and vocational), increased during high school, as did their participation in these domains. Thus, the effect may be stronger in high school because participation increases as a result of greater opportunity, and expanded diversity of activities, or both.

A second explanation would be that the shift from middle school to high school represents a point of developmental transition. Recall that competence was defined by the configuration of variables assessed during middle school. The reorganization of schools, classrooms, teachers, and peer groups that accompanies the transition into high school may provide some students with a turning

Coming In Future Issues

• ADOLESCENT DATING VIOLENCE •
• HARM REDUCTION •
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INTEGRATED
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point by which earlier patterns of adaptation can be transformed. Extracurricular involvement, particularly for persons at risk for dropout, may be one component of that transition that could help shift the balance toward greater engagement in school.

It is also noteworthy that rates of early school dropout were higher in early high school than in middle school. This age-related difference may, in part, reflect that students are required by law to remain in school until the age of 16 years. Students who became committed to dropping out in high school would not be expected to extensively participate in any aspect of formal schooling, including extracurricular activities.

It should be recalled, however, that participation was selective. The large number of uninvolved students found in this study is consistent with earlier reports that there is a general inequality of extracurricular participation in American secondary schools. In this investigation, roughly half of the students were not publicly recognized during secondary school, or at least were invisible across the range of extracurricular activities presented in school yearbooks. Moreover, participation rates were consistently lower for risk students compared with their more competent counterparts.

The availability of extracurricular activities does not ensure equal opportunity for participation. Possible reasons for the differential involvement include:

a) many activities highlighted in yearbooks require expertise in particular domains such as sports or science;

b) certain school activities require nomination, selection, or election and participation, and status may be maintained by exclusion and gatekeeping (possibly mediated by school personnel, peers, or both);

c) some school activities require minimal academic performance such as a "C" average, to be eligible for participation; and

d) socioeconomic status, although not a general barrier to participation, may influence the type of activities students choose (or are allowed) to participate in as well as the attainment of status within those activities.

Prior work shows that school dropout is associated with a number of individual and social factors, and it is very likely that more than a single pathway is involved. Nonetheless, convergent evidence from this study is consistent with the proposition that extracurricular participation helps protect against school dropout for some students. Future research on extracurricular activities should address reasons why some students join extracurricular activities, maintain their participation over time, and the possible reasons why they do not become involved or drop out of the extra curriculum.

Joseph L. Mahoney Ph.D. is with the Department of Psychology at Yale University. Robert B. Cairns Ph.D. is with the Center for Developmental Science, University of North Carolina at Chapel Hill. *This research was supported by National Institute of Mental Health Grants MH45532 and MH52429 and by the National Institute of Child Health and Human Services Development Grant T32 MD07376.*

This article is adapted from Joseph L. Mahoney and Robert B. Cairns (1997). Do Extracurricular Activities Protect Against Early School Dropout? Developmental Psychology, 33(2), 241-253. *Copyright © 1997 by the American Psychological Association. Adapted with permission.*

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Stay Informed!

Dear Colleague:

I want to take this opportunity to introduce you to ***The Prevention Researcher*** newsletter. Our newsletter reaches nearly 30,000 teachers, counselors and mental health professionals in the U.S. and Canada. We keep you informed of the latest prevention research in a concise and timely format.

The Prevention Researcher reports on research in many facets of the prevention community. In the last several years, our prevention topics included:

- teenage suicide,
- adolescent pregnancy prevention,
- tattooing and body piercing,
- teenage eating disorders,
- teen gambling, and
- school-based prevention models.

Our style is straightforward and easy to digest. We know you are overloaded with reading material. ***The Prevention Researcher*** was designed to un-burden you... and give a snapshot of the state-of-the-art research in the prevention field. We want to keep you up-to-date without the overload!

The response to our newsletter has been phenomenal. We have educators, district attorneys, police chiefs and mental health professionals contacting us daily with positive and encouraging responses to our work. We would like to add you to the list. Subscriptions are only **$20.00** a year.

For abstracts of our articles, references, Editorial Board biographies, and back order information, check out our web page at:

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Then treat yourself to the next three issues of ***The Prevention Researcher*** plus our annual Resource Issue.

Welcome aboard!

Steven Ungerleider, Ph.D.
Psychologist/Editor
The Prevention Researcher

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RESEARCHER
RESOURCE ISSUE

BOOK REVIEW

GANGS IN SCHOOLS: SIGNS, SYMBOLS, AND SOLUTIONS

BY ARNOLD P. GOLDSTEIN & DONALD W. KODLUBOY

Reviewed by Joan Moore, Ph.D.

1998. Champaign, IL: Research Press.
ISBN 0-87822-382-7

I was pleasantly surprised by this book. As a field researcher on gangs, I have talked with so many failed alumni of gang programs—both in-school and community-based—that I have become highly skeptical of any author who offers "solutions." Worse, almost every program —no matter how faulty—seems to engender such intense partisanship from some practitioners or parents that sober, professional evaluations are dismissed out-of-hand because the proponent knows that "the program works," no matter what the data says. What s/he usually means by this is that s/he personally knows some at-risk youth, or actual gang member, who has been turned around after participating in the program.

I can sympathize with such partisanship. Almost every program "works" for some gang members and at-risk youth. To some extent, "anything is better than nothing," even though the program may indeed benefit only a few participants, or only in the very short run. Gangs have been so demonized that rationality seems to fly out the window, and that very fact impedes the development of effective programming.

By contrast to such vehement proponents, the authors of this book present a multi-faceted, pragmatic approach to school-

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From The Editor's P.C.

Dear Colleagues:

I am pleased to send you our second annual Resource Issue *from The Prevention Researcher Team.*

In this special Resource Issue *you will find several fascinating book reviews on topics that are relevant to you and your colleagues in the prevention arena. I'd like to take this opportunity to thank our reviewers: Joan Moore, Ph.D., Michael Leeds, Ph.D., Faedra Lazar Weiss, M.A.H.L. and Ruth Ann Bridges, R.N. for the superb job they did.*

Additionally, you will find World Wide Web addresses and reviews on topics we have covered in past issues of The Prevention Researcher, *many upcoming conferences which might interest you, and a complete list of back issues in case you have missed one.*

Since the Resource Issue *will be a yearly supplement, we hope you will give us feedback on our selection of material so we can evaluate its effectiveness and fine-tune it to meet your needs. Please note on your calendar that our next issue will be mailed in early February, 2000. This issue will cover the important topic of teenage dating violence.*

As always, check out our web site http://www.TPRonline.org/ for our latest news, references and abstracts.

Have a safe new year as we enter the Millennium.

Steven Ungerleider, Ph.D.
Psychologist/Editor

based gang prevention and intervention. They are not rabid advocates of a "one size fits all" approach. They are a bit utopian at times, but that very failing (for example, assuming that it's possible to create a very high level of cooperation between schools and community) underscores the difficulties that any gang program—school-based or not—must face. Gangs are usually so deeply intertwined with economic, social, and political marginalization on both the community and family level that any one-dimensional approach is bound to fall short.

The first half of the book provides background material on gangs before the authors launch their meaty chapters on gang interventions. These first five chapters are, of course, highly condensed from the extensive research literature, but the material is generally presented in a focused manner, with few stereotypes or distortions. There is a continuous—and very healthy—emphasis on variation in gang behavior and characteristics.

> The authors present a multi-faceted, pragmatic approach to school-based gang prevention and intervention.

A pragmatic, hands-on tone is set at the outset, in a chapter that details the features of neighborhoods, schools and classroom climates that are associated with gangs. The chapter concludes with a 13-item tool for assessing whether gangs are present in the reader's own school. The authors go on to summarize research material on gang signs and symbols, motivations for membership, types of members, and controls exerted over members by the gang.

The discussion of ethnicity is particularly praiseworthy for its initial warning—that readers should not assume that African-American, Latino, Asian, or Indian gangs develop because of features of the ethnic subculture. (One note of caution: the authors gloss over the substantial differences between Chicano gangs and Puerto Rican gangs, like the Latin Kings. Readers living in the Southwest would be advised to turn to the extensive literature on Chicano gangs in California and Texas if they want to understand their local gangs.) The chapter on gang violence is also noteworthy for putting gang violence into its larger context—of high levels of violence in American society as a whole and in schools in particular.

It is the second half of the book that most won my respect. The chapter on "Desirable Program Characteristics" opens with the warning to avoid an over-hasty response to the presence of gangs. "Be public, be accountable, have specific goals, involve a wide range of community elements, and monitor progress" is their message. Another warning puts gang intervention in context: the authors urge that readers check out their regular school practices before they try specialized anti-gang programs. Several specific programs are discussed as "promising," and several general strategies, such as peer mediation, individual counseling, and tutoring, are evaluated as approaches that have a good—but undeserved—reputation.

The chapter on "Controlling the School Environment" offers detailed advice on how best to provide safety for youth in the community as well as in the school environment. Some of the recommendations may be overly optimistic about the ability of school administrators to affect nearby problem areas (e.g. the local liquor store as trouble spot). However, the detailed listing of all these locales, in and out of the school, gives a sense of the magnitude of the challenge—yet is so specific that the reader gets a sense that the plan is, in fact, one that could work.

The final substantive chapter is devoted to "In-school and Community Enrichment Solutions." The authors argue that general school enrichment is important in gang prevention and intervention because it is for enrichment (among other reasons) that youngsters join gangs. This view will seem heretical to those who demonize gang members, but it gains considerable support from the research literature, and it provides a reason to review and amplify school curricula. As in the material on school safety, there is considerable detail. It's somewhat utopian, perhaps, but nonetheless an approach that holds forth the promise of a comprehensive and effective solution. Both with in-school and community-based programs, the authors continue to urge that there be on-going evaluation.

If this book has one major message, it is that there is no magic bullet to gang prevention and intervention. It's a long, complex, and arduous path, but one that could produce real change in the thousands of American cities that now have gangs.

Arnold P. Goldstein is the founder of the Center for Research on Aggression. He is Professor Emeritus of Psychology at Syracuse University. Donald W. Kodluboy has been practicing school psychology in the Minneapolis public schools for over 22 years. He has contributed to several texts on the topic of youth gangs.

The reviewer, Joan Moore is Distinguished Professor Emerita of Sociology at the University of Wisconsin-Milwaukee. She is the author of two books on Los Angeles gangs (Homeboys: Gangs, Drugs and Prison in the Barrios of Los Angeles *[1978] and* Going Down to the Barrio: Homeboys and Homegirls in Change *[1991]), as well as many works on urban poverty and allied social problems.*

Web Resources

There is a large amount of information available on the World Wide Web. We list these Web sites only as possible starting points on your journey. The Prevention Researcher *does not control the information presented on these sites and makes no claim as to the accuracy of the content. Inclusion in this list is not an endorsement by* The Prevention Researcher *or its publisher, Integrated Research Services, Inc.*

Athletes' Substance Use

Coach's Playbook Against Drugs
http://www.ojjdp.ncjrs.org/pubs/coachesplaybook/

This online document is available from the Office of Juvenile Justice and Delinquency Prevention (OJJDP). While we've referenced OJJDP in the past and elsewhere in this Resource Issue, this guide book on athletes and substance abuse is worth a special mention here. Geared toward coaches, it discusses the reasons athletes might use substances, ways a coach can keep their team drug-free, and the effects drugs have on an athlete and their team. This guidebook is also available for download in Adobe Acrobat format, from the OJJDP fax-on-demand service or via the mail (call 800-638-8736 for either).

Community-Based Prevention

Community Action for a Drug Free Youth
http://substanceabuse.region.halton.on.ca/

According to its home page "this is a practical, easy-to-use tool kit for community action to prevent youth substance abuse." This site was developed by a community coalition in Ontario, Canada. It is an interesting example of what one community is doing to fight youth substance abuse.

Connect for Kids
http://www.connectforkids.org/

Connect for Kids "is a virtual encyclopedia of information for adults who want to make their communities better places for kids." This is a site for individuals to learn what they can do within their families, homes, communities, and workplaces to positively affect the lives of youth. Sections include news, ideas for action, a reference room, a searchable database of organizations which work on behalf of children and families, on-line discussion boards, free weekly e-mail newsletters, and a 'features' section. Features include 'the teen years,' 'politics and elections,' and 'out of school time' among others.

Domestic Violence

Family Violence Prevention Fund
http://www.fvpf.org/

The Family Violence Prevention Fund is a national non-profit organization, which according to its Web site "focuses on domestic violence education, prevention and public policy reform." Included on this site are a large number of fact sheets on domestic violence, information and ad campaigns about men and domestic violence, how the health care system can respond, the effects of domestic violence in the workplace, personal stories, and information on getting help for victims and survivors. This site is rounded out with a large number of links to other Web resources.

VAW (Violence Against Women) Resources
http://www.vaw.umn.edu/

VAW Resources is a cooperative project of the Violence Against Women's Grants Office (U.S. Department of Justice) and the Minnesota Center Against Violence & Abuse. According to its home page, it is "devoted to providing law, criminal justice, advocacy, and social service professionals with up-to-date information on interventions to stop violence against women." This Web site provides a large number of on-line documents in a variety of areas. A few available titles include *"Focus Groups of African-American Men: Perspectives on Addressing Domestic Violence," "Evaluating Coordinated Community Responses to Domestic Violence," "Working Effectively with the Police: A Guide for Battered Women's Advocates,"* and *"The Overlap Between Child Maltreatment and Woman Abuse."*

Dropout Prevention

Keeping Young People in School: Community Programs That Work
http://www.ncjrs.org/jjdp.htm

This is a 1997 report by Sharon Cantelon and Donni LeBoeuf which discusses several different programs that have been used to help keep young people in school, or help reintegrate those who are returning to school. Included in the discussion are Communities in Schools (CIS), and Families and Schools Together (FAST). The above URL will take you to a list of publications available from OJJDP on delinquency prevention. From there you can access either the text or Adobe Acrobat versions of this report. As an alternative, a print copy can be ordered from the National Criminal Justice Reference Service at 800-851-3420.

Senator Jeff Bingaman's Hispanic Drop Out Prevention Homepage
http://www.senate.gov/member/nm/bingaman/general/bingaman/hispanic_dropout_prevention.html

Senator Jeff Bingaman (New Mexico) provides several documents on his Drop Out Prevention Homepage which are all available in Adobe Acrobat format. "No More Excuses" is the Final Report of the Hispanic Dropout Project. It is available in three separate parts to ease download times. Also available is "Project Valor: Las Cruses Dropout Project Report" and the project plan and "data book" for the Hispanic Dropout Project. Because these files are so large and may take a long time to download or open, print versions are available by request from the Senator's office.

An Urban Ethnography of Latino Street Gangs in Los Angeles and Ventura Counties
http://www.csun.edu/~hcchs006/gang.html

Reviewed more thoroughly under Gangs (page 5), this online report includes a discussion on the connection between gang involvement and school dropout.

Drunk Driving

National Commission Against Drunk Driving (NCADD)
http://www.ncadd.com/

NCADD is a non-profit organization "dedicated to minimizing the human and economic losses resulting from motor vehicle crashes by working to make driving impaired a socially unacceptable act." Its attractive Web site features information on chronic drunk driving, 21-34 year olds, designated drivers, underage drinkers (titled 'legal drivers, illegal drinkers' on the NCADD menu), and traffic safety research abstracts. Also included is a nice table outlining the effects of alcohol combined with other products (like antihistamines) on driving ability. This site is rounded out with a set of related links.

National Group Rides and Designated Drivers
http://www.saferide.org/

The mission of National Group Rides and Designated Drivers (GRADD) is "to prevent drunken driving tragedies and to save lives among college communities." Its Web site includes information about starting a safe ride program or improving an existing one, an e-mail mailing list for those people interested in this issue, a FAQ, a list of participating schools, and a large list of links to other resources.

Eating Disorders

Anorexia and Bulimia Nervosa: Medical Complications
http://informatics.dent.umich.edu/health/service/teenhealth/robyn/abnervosa.html

This Web site was designed in 1996 by a high school junior working in a summer research apprenticeship program at the University of Michigan Dental School. The site includes information on the medical complications of eating disorders, including a section on dental complications. The Web author clearly outlines how she gathered the information and provides a large list of references.

Anorexia Nervosa and Bulimia Association (ANAB)
http://www.phe.queensu.ca/anab/

The mission of ANAB is "to facilitate, advocate and coordinate support for any individual ... affected by eating disorders, and to raise public awareness." Its Web site accomplishes this goal by defining anorexia and bulimia, showing an interesting chart on the cycle of eating disorders, listing predisposing factors, warning signs, diagnosis and treatment, and discussing the physical effects of starvation, binging, and purging. Also included on this Web site is a list of other Web resources, a reading list, and a FAQ file.

Eating Disorders Online
http://caringonline.com/

This Web site is a list of links to other Web resources. While there are many such sites out there, this one has been done exceptionally well. The home page is easy to read and easy to use. Additionally, the number of links under each topic was impressive. This is a highly recommended starting point for more information on eating disorders.

Males and Eating Disorders
http://www.primenet.com/~danslos/males/home.html

According to this Web site, "at least one out of every ten people with an eating disorder is a man or a boy." This site is a compilation of links to other Web sites which deal with the issue of males and eating disorders. It is a nicely designed site and the list of links is annotated to let you know where you are going before you click there. Also included are lists of journal, magazine, and newspaper articles and books with links for reading or ordering if possible.

Gambling

Addictions & More: Gambling
http://www.addictions.net/gambling.htm

The Addictions & More Web site includes an extensive Web page on gambling. This page, written by a nationally certified gambling counselor and licensed clinical social worker, does not focus specifically on adolescent gambling but does include a definition of problem gambling, estimated prevalence, definitions of the types of gamblers, the phases of the gambling career, the impact of gambling on the gambler and his/her family, and treatment.

Bergen County Council on Alcoholism and Drug Abuse: Adolescent Gambling Prevention Program
http://www.bergencouncil.org/gamble.html

A small part of the Bergen County (New Jersey) Council on Alcoholism and Drug Abuse Web site, this page was designed to "educate guidance personnel, student assistance counselors, parents, and teachers" about adolescent gambling prevention. Included here are the characteristics of a teen gambler, signs to look for, types of gambling preferred by teens, and other lists of information. While actual prevention information is limited, it is one of the few Web sites addressing the prevention of teen gambling that we have found.

Gambling Impact and Behavior Study
http://www.norc.uchicago.edu/new/gambling.htm

This is an on-line report published by the National Opinion Research Center. It features background, methods, and findings from a 9-month project in which a nationally representative phone survey with 2,417 adults, and 534 youths aged 16 and 17 was conducted. The full report is available in Adobe Acrobat format.

Gangs

A Street Guide to Gang Identity
http://gangID.ucdavis.edu/

According to its Web page "this guide is intended to help demystify the visual cues that signify gang identity." Information on this site is from research conducted at University of California, Davis, which has been ongoing since 1990. Included here is information about tattoos and other body modifications, posturing, hand signs, clothing and accessories, and colors. Additionally, "complexity factors" are discussed, such as the context of an item or sign, stereotyping, and fashion styles. This is an easy-to-use, visually attractive site which is available in either frames or no-frames versions.

An Urban Ethnography of Latino Street Gangs in Los Angeles and Ventura Counties
http://www.csun.edu/~hcchs006/gang.html

This is an on-line report which, according to its home page, "is an on-going urban ethnography ... focusing on Latino street gangs in Los Angeles and Ventura counties." This interesting report includes essay excerpts from youth who did not become gang affiliated, a history of street gangs, an examination of the neighborhoods targeted by this research, crimes in which gang members are involved, the connection between gang participation and school drop out, police and community perspectives, and "gang girls," among many other interesting topics.

Gun and School Violence

Bureau of Alcohol, Tobacco, and Firearms (ATF)
http://www.atf.treas.gov/

The responsibilities of the ATF include reducing violent crime and protecting the public. Recent publications available on their Web site include the *Youth Crime Gun Interdiction Initiative for 27 Communities, 1999*. The Youth Crime Gun Interdiction Initiative (YGCII) is a "collaboration among Federal, State, and local law enforcement agencies to reduce youth gun violence." The report provides general and detailed information on the findings from 27 participating jurisdictions. This Web site also includes hotline numbers to report stolen firearms, press releases, and a variety of other publications.

National Crime Prevention Council On-Line Resource Center
http://www.ncpc.org/

The National Crime Prevention Council provides many school violence prevention resources on its Web site. Included is the on-line document *Safer Schools: Strategies for Educators and Law Enforcement to Prevent Violence*. This document includes a list of indicators of crime, violence, and drug abuse among students, ideas for police-principal partnerships, ideas on ways to take action (including policies, training, and programs), and a large list of organizations and other resources which might provide more information. Also included is the online document *Stopping School Violence: 12 Things You Can Do*. This document includes a dozen ideas for parents, students, teachers, law enforcement, principals, and others. Other on-line resources are also available on this easy-to-use Web site.

Internet Resources

American Academy of Child and Adolescent Psychiatry (AACAP)
http://www.aacap.org/

The goal of the AACAP Web site is to assist "parents and families in understanding developmental, behavioral, emotional and mental disorders affecting children and adolescents." This Web site includes a series of online documents entitled "Facts for Families" which are available in English, Spanish, French, and German. These fact sheets may be duplicated and distributed for free. Just a small

sampling of the over 60 documents included are "The Adopted Child," "Stepfamily Problems," "Children and AIDS," and "Tobacco and Kids." Also included on the AACAP Web site is a glossary of symptoms and mental illnesses affecting teenagers, a search engine to help find a child and adolescent psychiatrist in a particular region, and links to related non-profit and federal organizations.

Behavior Online: Dr. Grohol's Guidebook
http://www.behavior.net/grohol/

This online resource was created by Dr. John Grohol, a very prominent and active on-line psychologist. This site offers "a little slice of some of the best online resources for professionals online." Included are links to Web pages, mailing lists, and newsgroups. Professional and layperson resources are both included and a sampling of topics includes alcoholism, depression, eating disorders, suicide, and much more. Dr. Grohol includes a brief description of each link, keeps the site updated, and marks new additions, updated sites, and exceptional sites.

YouthInfo Directory
http://youth.hhs.gov/

According to its Web site, YouthInfo was "developed by the U.S. Department of Health and Human Services (HHS) to provide you with the latest information about America's adolescents." This simply designed site mostly points to other (governmental) resources on the Internet. Included are reports and publications, a "Profile of America's Youth," resources for parents, and links to related Web sites. Topics of interest on this Web page are substance abuse, teen pregnancy and parenting, violence, and other health issues. Information may be harder to find on this Web site than others we have seen, but it is a nice compilation of government resources as they relate to youth. A text-only version is available.

Pregnancy Prevention

The Alan Guttmacher Institute
http://www.agi-usa.org/

Specializing in research, policy analysis and public education, the Alan Guttmacher Institute Web site provides information on the topic areas of sexual behavior, pregnancy and birth, prevention and contraception, abortion, sexually transmitted diseases, youth, and law and public policy. This Web site provides the most current research statistics on teen sexuality and pregnancy. Extensive 'fact sheets' are presented as well as the most recent policy papers and special reports by the Institute.

Involving Males in Preventing Teen Pregnancy: A Guide for Program Planners
http://www.urban.org/family/invmales.html

Our 1998 Resource Issue featured a review of this report by the Urban Institute. We are happy to find that the entire publication is available at this Web address.

The Resource Center for Adolescent Pregnancy Prevention (ReCAPP)
http://www.etr.org/recapp/

The mission of ReCAPP is to "serve as a bridge between front line educators and the researchers who are analyzing how educational and youth development programs can best make an impact on the rate of teen pregnancy." This Web site provides a list of "programs that work." These are curricula which have shown evidence of changing adolescent sexual risk-taking behavior. For each curriculum ReCAPP provides an overview, a list of the unique features, a description of the theoretical framework behind the program, program costs, and an evaluation fact sheet. The ReCAPP Web site also includes information about effective practices, current research, a resource database, and a resource directory.

Sex Education Coalition (SEC)
http://www.sexedcoalition.org/

The Sex Education Coalition Web site is a nice jumping-off point for further information. Under the link "new reports and surveys" the Coalition provides brief summaries with URLs of reports from other organizations (including The Alan Guttmacher Institute, the Centers for Disease Control, The Henry J. Kaiser Family Foundation and others). Likewise, the links page provides brief summaries of what a reader can expect from each site. The SEC provides two on-line reports of its own: "Tips for Parents" and "What is Sex Ed Really?".

Sex Etc.: A Web site by teens for teens
http://www.sxetc.org/

Sex Etc. is an on-line sexuality and health newsletter written by teens for teens. It is sponsored by the Network for Family Life Education at Rutgers University. The newsletter is published three times a year and articles from back issues are not only included on the Web site but are hyper-linked with similar articles and organized by topic in the "library." The newsletter covers much more than just teen pregnancy prevention. The current issue (when we visited) included articles on sexual harassment, sexual orientation, race/ethnicity, sexual slang and others. Also included on this Web site is an "ask the experts" column, book suggestions, and information for adults.

School-Based Prevention

American Council for Drug Education (ACDE)
http://www.acde.org/

The American Council for Drug Education has an attractive home page which organizes information into six target audiences: health professionals, parents, youth, college students, educators, and employers. Under health professionals the ACDE provides a "physician's guide to youth substance abuse," basic facts about drugs (broken into seven categories), and links to other Web sites for health professionals. Most of the information on the youth page was under construction when we visited, but the ACDE promises categories on "True stories from young people in drug treatment," a knowledge quiz, facts on drugs and the body, and current drug research. The Educator's page includes "Tips for talking about drugs in the classroom," signs and symptoms of drug use, and basic facts about drugs.

D.A.R.E. (Drug Abuse Resistance Education)
http://www.dare.com/

The D.A.R.E. Web page includes areas for kids, educators, and parents. Also included is a large list of summaries of D.A.R.E.'s effectiveness, news reports about the D.A.R.E. program and officers, and many links to related sites. This Web site gives a quick overview of the D.A.R.E. program. Unfortunately, the frames-based home page is full of graphics and may take some time to load.

Suicide Prevention

American Association of Suicidology (AAS)
http://www.suicidology.org/

According to the AAS this site is "designed as a resource for anyone concerned about suicide, including AAS members, suicide researchers, therapists, prevention specialists, survivors of suicide, and people who are themselves in crisis." This site was given a MHnet Award of excellence. All valuable information (for our audience) is under the tab "About Suicide" near the top of the page. Included are suicide statistics, what to do if you know someone who is suicidal or if you are feeling suicidal, a list of crisis lines, information about suicide among youth, older men and women, and help for suicide survivors.

The Homosexuality Factor in the Youth Suicide Problem
http://abacus.oxy.edu/qrd/www/youth/tremblay/

This on-line paper, by Dr. Pierre Tremblay, was originally presented at the Sixth Annual Conference of the Canadian Association for Suicide Prevention in 1995. In this paper, Dr. Tremblay introduces the problem of suicide among gay, lesbian, and bisexual youth, stating that "professionals working with youth generally lack the knowledge and understanding needed to help these 'at risk' adolescents."

If you are thinking about suicide... read this first
http://www.metanoia.org/suicide/

This is an eye-catching page designed to help people who are contemplating suicide now. While nothing can replace real-life help, this is an interesting page, with information such as "Why is it so hard for us to recover from being suicidal?," "Recovery from grief and loss," and "The stigma of suicide." For those not contemplating suicide, there is a 10-point list to keep by your phone in case you get a call from someone who is. Also included are links to newsgroups, e-mail mailing lists, and an article on choosing a competent counselor.

Suicide@rochford.org
http://www.rochford.org/suicide/

This site is divided into four topic areas: information, resources, interaction, and site information. Under the information link is a list of Frequently Asked Questions, information on how to help a suicidal person in an emergency, and suicide warning signs. Under the resources link are research tips on finding more information and links to other sites, which they have reviewed. The interaction link provides access to a suicide discussion list and a suicide quiz. Like most sites we reviewed, this site is intended for information and not for immediate help.

Tattooing and Body Piercing

Association of Professional Piercers
http://www.safepiercing.org/

The Association of Professional Piercers (APP) is a voluntary organization of body piercers. Its Web site includes the newsletter, *Point*. The issue of *Point* which we sampled included information on Hepatitis B and the growing trend of tattoos and piercings on college campuses. Also included on the Web site is a list of APP members, an "FYI" page of links, a "bill of rights," information and links regarding body piercing legislation, and a members-only message board and chat room. This is a well done Web site. We found no photos and no graphic text or descriptions. However, the site also lacked some of the 'real world' information of the other sites reviewed here.

Body Modification Ezine (BME)
http://www.BME.FreeQ.com/

This site is an "e-zine" on body modification. Information on piercing, tattooing, and scarification is presented. Due to the nature of some of the photographs (and some of the text), this site is not recommended for youth or the squeemish. However, there is a lot of information available here and most of the photographs can be avoided. The page on piercing is well laid out and includes information on things to consider before a piercing, motivations behind piercings, aftercare, needle gauge, and other tid-bits of useful information. The page on tattooing is less user-friendly. However, it does include some interesting information on what to ask from artists, tattoo removal, and tattooing from the tattooist's perspective. The scarification page mostly consists of personal stories and photos. However, hidden near the top of the page (when we visited) was the link to the scarification FAQ. This is the only Web site we've found which deals with this subject. By scarification they mean "branding (scarification through burns), cuttings (fine scarification using a thin blade), and scarification (generally more heavy-duty scarification using various means)." Please note that none of the aftercare information on any of these pages appears to be by medical professionals.

Virtual Hospital: Tattooing and Body Piercing: Decision Making for Teens
http://www.vh.org/Patients/IHB/Derm/Tattoo/

Written by Barbara Freyenberger, the R.N. who put together the tattoo/piercing table for us in Volume 5(3), this Web site includes information on how to choose a tattooist/piercing artist, the procedure involved, aftercare instructions, and the potential hazards of tattooing and body piercing.

BOOK REVIEWS

THE DANGERS OF TATTOOING, BODY PIERCING, AND BRANDING

BY BETH WILKINSON

1998. New York Rosen
ISBN 0-8239-2717-2

and

EVERYTHING YOU NEED TO KNOW ABOUT THE DANGERS OF TATTOOING AND BODY PIERCING

BY LAURA REYBOLD

1998. New York Rosen
ISBN 0-8239-2717-2

Reviewed by Ruth Ann Bridges, R.N., C., M.S.N.

In Fall 1998 *The Prevention Researcher* reported on research by Myrna Armstrong, Ed.D., and Kathleen Pace-Murphy, Ph.D., that emphasized the need for education for adolescents regarding tattooing. Armstrong and Pace-Murphy, who are both R.N.s, state, "informed decision making could be promoted in health education by including information about the possibility of blood-borne diseases, permanent markings, and adolescents themselves as growing and changing people." Two books published in 1998 by the Rosen Publishing Group, Inc. have met the challenge of providing thought-provoking information for adolescents or those individuals of any age contemplating tattooing, body piercing, and branding.

The two books are *The Dangers of Tattooing, Body Piercing, and Branding* by Beth Wilkinson, in the Coping With series and *Everything You Need to Know About the Dangers of Tattooing and Body Piercing*, by Laura Reybold, in The Need to Know Library series. Both books have eye-catching cover pictures of tattooed and pierced individuals, and are liberally laced with vivid photographs. These books are short, 126 pages and 64 pages respectively, and written on a level to appeal to adolescents. Both authors begin with the history of body decorating and cover the processes, societal influences, what to expect, and how to find reliable body decorating artists. They explain the risks, the permanence, and the removal or covering processes if the decision is made to reverse the body decoration. Both books are written in an impartial manner, giving information and anecdotal stories about individuals who made decisions about body decorating.

Wilkinson begins her introduction with a brief history and the current interest in body decorating in general. She describes branding as well as tattooing and body piercing, detailing the history, processes, risks, and care required after the procedures are done. Myths regarding procedures and after-effects are also explored. The artists and their clients come alive for the reader through profiles and quotes giving a "between the lines" picture of the negative and positive outcomes and attitudes experienced. A unique perspective on tattooing which identifies certain members of society is given in stories from a holocaust survivor who was tattooed at a concentration camp during World War II, gang members with tattoos, and prisoners with jailhouse tattoos. Descriptions of other influences on body decorating include the fashion world, religious influences, and employment. Wilkinson's last chapters deal with making the right decisions and having unwanted body decoration removed. These chapters present a realistic look at the long-term effects of body decoration and the often painful processes involved in reversing or removing decorations. Temporary tattoos and fake piercings are discussed as alternatives or as

part of the decision making process. She emphasizes the dangers of impulsive actions and the importance of taking time to make a decision about permanent body decorating.

Reybold's book is written directly for the adolescent reader. It succinctly directs questions to the reader, elaborating on the processes, expectations, risk factors, and care after tattooing and body piercing. Reybold also includes the history and trends of body piercing and tattooing. She carefully explains the processes of tattooing and body piercing, with details on risk factors for diseases and complications. Stories about or quotes by those who have had both good experiences and bad experiences are also included, as well, giving the reader that "between the lines" advice they may be looking for. Removal processes are also described, including how former gang members can have tattoos removed. Much practical information is offered regarding alternatives to tattooing and piercing and where to go for help. She advises readers to consider their future and their health, while making the decision about tattooing and body piercing.

> Both books are well organized, written informally, and easy to read.

Both books are well organized, written informally, and easy to read. Of the two books, Reybold's, *The Dangers of Tattooing and Body Piercing*, offers the more direct style of writing for adolescents. In fact, this reviewer's teenage son and his friend picked up Reybold's book and looked through it. After much discussion about the pictures and information in the book, the friend decided against the body decorating he was contemplating.

Wilkinson's book, *The Dangers of Tattooing, Body Piercing, and Branding*, covers the information more extensively, making it a very good reference source for adolescents, teachers, healthcare workers, or anyone who works with adolescents and young people. Both books can be used to educate anyone on body decorating.

Beth Wilkinson lives in Laramie, Wyoming. Her major goals are to encourage people to read, parents to read to their children, and through her writing, help young people learn coping skills.

Laura Reybold is a freelance writer who lives and works in New York.

The reviewer, Ruth Ann Bridges, R.N., C., M.S.N. is an Instructor of Clinical Nursing at Texas Tech University Health Sciences Center, School of Nursing.

Conferences

January

Sixth Joint National Conference on "Alternatives to Expulsion, Suspension and Dropping Out of School"

January 13-15 2000
Hyatt Orlando Hotel, Orlando, Florida

For more information visit the Safe Schools Coalition Web site at http://www.ed.mtu.edu/safe or call (800) 537-4903.

National Recreation and Park Association "3rd National Prevention Through Recreation Services School"

January 27-29, 2000
Radisson Plaza Hotel, Fort Worth, Texas

This conference will be a forum for advancing knowledge about the contributions of recreation programs and services for meeting the needs of children and youth in our communities. While the specific focus will be on children living in high risk environments, many of the issues relate to planning prevention-oriented programs for all children and youth in the community. For more information visit the National Recreation and Park Association Web site at http://wwwrpts.tamu.edu/rpts/school2000.htm or call Vivian Gonzales at (409) 845-7324.

March

National Student Assistance Conference, "Keeping Children Safe and Drug Free"

March 6-9, 2000
Opryland Hotel, Nashville, Tennessee

Workshops on violence prevention, kids without conscience, school security, crisis planning, drug trends, and inhalants. Features student assistance, violence prevention and substance abuse prevention fields' most knowledgeable and respected leaders. For more information visit http://www.nasap.org/national.htm or call (800) 453-7733.

Art and Science of Health Promotion Conference, "Leveraging Social Factors to Improve Individual Well-Being and Organizational Productivity"

March 6-11, 2000
The Broadmoor, Colorado Springs, Colorado

This conference will explore how we can harness social factors that create healthier businesses and communities. It will address the impact of social factors on health and productivity; building social factors into health promotion programs, work and community settings; and how to create the social systems needed to enhance productivity. For more information visit the American Journal of Health Promotion Web site at http://www.HealthPromotionJournal.com or call (248) 682-0707.

16th National Symposium on Child Sexual Abuse

March 7-10, 2000
Huntsville, Alabama

This symposium will provide comprehensive training on child sexual abuse and child maltreatment. Workshops are designed for federal employees, supervisors, law enforcement, educators, child protection workers, juvenile workers, and others. For more information visit the National Children's Advocacy Center Web site at http://www.ncac-hsv.org/ sympo16.html or call (256) 534-1328.

The 2000 National Nurses Society on Addictions (NNSA) Educational Conference

March 29-April 1, 2000
Hotel Inter-Continental, Chicago, Illinois

This conference will focus on emerging trends in addiction; innovative roles and opportunities for addiction nurses; intervention, solution-based therapy, relapse prevention and treatment of impaired professionals; and enhancing the accessibility of health care services for special populations. Visit the NNSA Web site at http://www.nnsa.org/ for more information.

April

Yellowstone County Juvenile Justice Conference on Restorative Justice

April 13-14, 2000
Billings Sheraton Hotel, Billings, Montana

For service providers, educators, counselors, clergy members, judges, probation officers, police officers and others interested in developing an effective community-driven approach to juvenile justice. Restorative justice focuses on juvenile accountability, competency development and community protection. For more information contact Becky Heggem at (406) 256-2838.

Suicide Intervention Training

April 13-14, 2000
Humbolt County Alcohol and Other Drug Programs
Eureka, California

Participants will learn the profile of persons dealing with issues of suicide and examine their own attitudes about suicide. They will learn to accurately assess whether someone is suicidal and to determine if the suicidal person is a low, medium or high risk. Participants will develop and practice suicide assessment and intervention skills. For more information e-mail swalls@co.humboldt.ca.us or call (707) 476-4070.

Family Resource Coalition of America (FRCA) 8th Biennial National Conference, "Putting Family Support on the Map for the Next Century"

April 26-29, 2000
Chicago, Illinois

For more information visit the FRCA Web site at http://www.frca.org or call (312) 338-0900.

June

National PTA Annual Convention

June 24-27, 2000
Hyatt Regency, Chicago, Illinois

Visit the National PTA Web site at http://www.pta.org/aconvent/convinfo.htm for more information.

Health Summit 2000: Our Promise to Future Generations

June 15-16, 2000
Monona Terrace Convention Center, Madison, Wisconsin

Sponsored by the Wisconsin Public Health Association. For more information contact Eric Ostermann at (800) 762-8972.

September

5th International Conference on Family Violence "Working Together to End Family Violence—Advocacy, Assessment, Intervention, Prevention, Research and Policy"

September 23-27, 2000
San Diego Town & Country Hotel and Resort
Mission Valley, California

Sponsored by the Family Violence and Sexual Assault Institute, this conference will bring together top clinicians, advocates, researchers, program directors, and others. For more information visit the Family Violence and Sexual Assault Institute Web site at http://www.fvsai.org/ FVSAI_conference.htm or call Jae Marciano at (858) 623-2777 ext. 406.

October

Third National Harm Reduction Conference

October 22-25, 2000
The Wyndham Miami-Biscayne Bay, Miami, Florida

For more information visit the National Harm Reduction Coalition Web site at http://www.harmreduction.org or call (212) 213-6376 ext. 31.

74th Annual American School Health Association Conference: "Schools and Communities: Partners for Children's Health"

October 25-29, 2000
Radisson New Orleans, New Orleans, Louisiana

For more information visit http://www.ashaweb.org/conferences/ or call Linda Hrobak at (330) 678-1603 ext. 100.

BOOK REVIEW

HELPING AT-RISK YOUTH: LESSONS FOR COMMUNITY-BASED INITIATIVES

BY ELAINE MORLEY & SHELLI B. ROSSMAN

Reviewed by Faedra Lazar Weiss, M.A.H.L.

1997. Washington, DC: The Urban Institute. Available from The Urban Institute, (877) 847-7377, pubs@ui.urban.org.

"Common sense and years of research suggest that at-risk youth and their families have multiple needs and interrelated problem behaviors that are not likely to be successfully addressed by single-response, stand-alone initiatives" (p. 1). Federal, state and local governments increasingly look to community-based initiatives—collaborations usuallly spearheaded by schools and typically including health service providers; youth-serving, religious and fraternal organizations; the juvenile justice system; and businesses—for coordinated responses to these needs and behaviors.

In this guide, authors Morley and Rossman draw upon the experiences of 27 community-based initiatives funded by the Office of Juvenile Justice and Delinquency Prevention to provide advice in six areas of suggested practice: services integration, case management, parental involvement, volunteer tutors and mentors, fund-raising and marketing, and monitoring program outcomes to improve accountability. The intended audiences of the guide are individuals and organizations participating in, or contemplating involvement in, community-based initiatives and administrators of community-based initiatives, but the areas addressed are of interest to anyone organizing, participating in or evaluating prevention or intervention programming for young people.

The guide begins auspiciously with a "Checklist of Suggested Practices" for the reader who is creating, improving, or evaluating a community-based initiative. One hopes that fair use of this publication includes the right to make a personal copy of this checklist for locating relevant sections of the guide and keeping track of issues to address. The checklist, or appropriate parts of it, serves as an excellent outline for documenting program design and activities and categorizing program outcomes.

Reading through the entire guide as an overview of suggested practices proved daunting. The first half of the guide relies on densely written text and specific examples to the point where it is difficult to see the forest for the trees. By contrast, the second half of the guide, notably the section on monitoring program outcomes to improve accountability, makes good use of illustrative "exhibits." A few more well-chosen illustrations, such as a diagram of exemplary working relationships among organizations and staff, and a chart summarizing anecdotal information about outreach, programming and resources to maximize parental involvement, would have made the guide considerably more usable. A resource section addresses some, but not all, of the areas covered in the text.

Readers who want to refer immediately to sections of the guide that match current needs will be stymied by the lack of a glossary. Reading through the introduction is the only way to decode the numerous acronyms used throughout the guide.

The authors rightly refute the common assumption that adequate resources already exist within every community, just waiting for a community-based initiative to coordinate access and eliminate duplication of services. In fact, as they note, community-based initiatives may exacerbate problems of inadequate resources and turf issues by increasing awareness of and demand for the resources that exist and highlighting gaps in services. However, the focus of the book, which takes community-based initiatives targeting at-risk youth as a given, prevents them from addressing equally important questions suggested by the model and some of the examples:

- Community-based initiatives often assume a deficit model, viewing young people and their families as a collection of problems to be fixed. What role can the concept of positive youth development, building on the strengths each young person has, play in community-based initiatives?
- Are community-based initiatives intended to provide a comprehensive intervention, a jumble of unrelated services each addressing one issue, or something in between, such as a means of keeping track of services provided to individuals and families? Which of these do they actually do? Several of the program examples cited described inordinate amounts of time spent in case management simply to keep track of all the disparate sources providing services to each individual.
- Where young people must be labeled "at risk" to give them and their families access to programs, up to and including special classes or schools as well as out of school

opportunities not afforded to their peers, what are the benefits and detriments both to the young people who are labeled and those who are not? Do groups including only young people "at risk" reinforce low expectations or a negative peer culture? Do young people who are doing "well enough" or who do not "rock the boat" miss out on exciting opportunities or find critical needs less well met as resources are diverted to peers assumed to need them more?

Despite its flaws, this book is a much needed introduction to creating, providing services within, maintaining and evaluating community-based initiatives. The advice, examples, and checklist will help organizations involved in or contemplating community collaborations avoid reinventing successful strategies and replicating unsuccessful ones.

A much wider variety of service providers will find it worthwhile to skim the parts less applicable to their present needs in order to focus on resources and examples that can improve their funding, recruitment, program delivery, and evaluation. As the "lessons learned" help to increase the number and longevity of community-based organizations, we can look forward to a better understanding of best practices in community-based organizations.

The authors, Elaine Morley and Shelli B. Rossman, are both senior research associates in the State Policy Center of the Urban Institute.

The reviewer, Faedra Lazar Weiss, M.A.H.L., is research associate at the Girls Incorporated National Resource Center. She is a co-author of "Prevention of Sexual Intercourse for Teen Women Aged 12-14." The Prevention Researcher, *4(1), 10-12.*

Upcoming Topics

Adolescent Dating Violence. Volume 7(1) of *The Prevention Researcher* focuses on the important issue of adolescent dating violence. Dr. Christian Molidor and colleagues report on research with students ages 13-18. Of those who had ever dated, 36% of the girls and 37% of the boys reported they had experienced physical violence in a dating relationship. Dr. Vangee Foshee and co-authors discuss the preliminary outcomes of The Safe Dates Project, a school and community adolescent dating violence prevention project. Dr. Ruth Kershner presents the findings of a preliminary study on adolescents' beliefs about rape, and Drs. Janine Zweig and Judith Vicary discuss sexual victimization during adolescence and young adulthood. This issue will be in the mail the first of February 2000.

Harm Reduction. Volume 7(2) will deal with the relatively new, and often controversial approach to drug use called "Harm Reduction." This approach focuses on the effects and consequences of drug use as opposed to its illegal or addictive status. We will explore the harm reduction approach with articles by prominent researchers Dr. G. Alan Marlatt from the University of Washington, Drs. Diane Riley and Pat O'Hare, both of the International Harm Reduction Association, and Dr. Mary Ann Pentz and colleagues from the University of Southern California. This issue will be mailed mid-April 2000.

Inhalants. The 1998 Monitoring the Future survey shows that one in five ninth graders have used inhalants in their lifetime, and one in ten have used in the past year. Unlike other drugs, which peak in use in late adolescence, inhalant use is most prevalent among younger students. This early use is due, in part, to the availability and low cost of inhalants. Volume 7(3) of *The Prevention Researcher*, to be mailed the first of September 2000, will focus on this important and potentially deadly topic.

Future topics also include
- Youth Self-Injury
- Gay, Lesbian and Bisexual Students; and
- Adolescent Tobacco Use.

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Dropout Prevention
Volume 6(3), Fall 1999

• Rethinking the Causes of High School Dropout • Reaching Youth Out of the Mainstream • Dropout Prevention for Highest-Risk Latino Students • Do Extracurricular Activities Protect Against Early School Dropout?

Youth & Gun Violence
Volume 6(2), Spring 1999

• African-American Adolescents' Responses to Perceived Gun Carrying by School Mates • Adolescent Substance Use, Gender, and the Risk of Violent Behavior • Starting a Youth Gun Violence Prevention Program in Your Community • The Aggression Cycle and Teacher Strategies for Prevention/Intervention • University Campus Weaponry: Student Attitudes, Fears & Behavior

Teen Gambling
Volume 6(1), Winter 1999

• Gambling in the Family • Adolescent Gambling and Substance Use • Adolescent Gambling in Minnesota • Adolescent and Adult Sports Card Collectors • Gambling Behaviors of American Indian and Non-Indian Adolescents

Teenage Tattooing and Piecing
Volume 5(3), Fall 1998

• Adolescent Tattooing • So You Are Thinking About Getting a Tattoo or Body Piercing • Erasing the Tag of Gang Membership: The D-TAG Program • Adolescent Body Piercing • On Teenagers and Tattoos

Community-Based Prevention Models, Volume 5(2), Spring 1998

• Empowering Communities to Prevent Adolescent Substance Abuse • Community Readiness: A Tool for Effective Community-Based Prevention • Project Northland: Outcomes of a Community-Wide Adolescent Alcohol Use Prevention Trial

Outreach to Hispanic Students and Their Families
Volume 5(1), Winter 1998

• Distinctive Traits of Hispanic Students • School Involvement & Hispanic Parents • Coming of Age Ethnically: Teaching Young Adolescents of Color • An Empowerment Prevention Approach for Hispanic Youth

Teenage Eating Disorders
Volume 4(3), Fall 1997

• History and Prevention of Eating Disorders • Eating Problems in Athletic Settings • Adolescent Boys and Anorexia Nervosa • Adolescent Substance Use and Eating Disorders

Juvenile Delinquency
Volume 4(2), Spring 1997

• The Prevention of Juvenile Delinquency: A Review of the Research • Resilience to Delinquency • Seattle Social Development Project: Preventing Delinquency Among Low-Income Children • Family Solutions for Juvenile First Offenders

Teenage Pregnancy Prevention
Volume 4(1), Winter 1997

• Adolescent Pregnancy: A Preventable Consequence? • Summary of Adolescent Pregnancy Research: Implications for Prevention • Adolescent Pregnancy Prevention for Hispanic Youth • Prevention of Sexual Intercourse for Teen Women Aged 12 to 14

Adolescent Suicide Prevention
Volume 3(3), Fall 1996

• A Human Ecological Approach to Adolescent Suicide • Suicide Attempts & Stressful Life Events • School-based Suicide Prevention & Intervention Programs

Athletes' Substance Use
Volume 3(2), Spring 1996

• Alcohol Use Among High School Athletes • Psychological Factors in Athletes' Substance Use • Preventing Substance Use in Young Athletes • Sports, Drugs & Other Societal Reflections

School-Based Prevention Models
Volume 3(1), Winter 1996

• Models for Effective Prevention
• Education & Policy in Prevention
• Developmental Issues in Prevention

Internet Resources for Prevention Professionals
Volume 2(2), Fall 1995

• Internet Resources for the Prevention Professional • Getting Started on the Internet in Prevention Research • Cyber Space & the Prevention Professional: Multitude of Resources & A Community of Experts & Friends

Drunk Driving
Volume 2(1), Spring 1995

• Confronting Drunk Driving • Front Line Intervention: A Server Training Program • DUI Countermeasures Overviewed

Gangs, Volume 1(2), Fall 1994

• Gangs, Drugs & Violence • One City's Response to Youth Gangs • Youth Violence, Bonding & Community

Domestic Violence
Volume 1(1), Spring 1994

• Love & Danger • American Violence Toward Women

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BOOK REVIEW

AGGRESSION REPLACEMENT TRAINING: A COMPREHENSIVE INTERVENTION FOR AGGRESSIVE YOUTH (REVISED EDITION)

BY ARNOLD P. GOLDSTEIN, BARRY GLICK & JOHN C. GIBBS

Reviewed by Michael Leeds, Ph.D.

1998. Champaign, Illinois: Research Press. ISBN 0-87822-379-7

Historically, practitioners have agreed that aggressive behavior is typically quite difficult to change. Aggression Replacement Training, or ART, was initiated in 1987 as a comprehensive strategy designed to meet this challenge. The ART program is a three-track intervention simultaneously addressing behavior, emotion, and cognition. Skillstreaming is ART's behavioral component; Anger Control Training is its emotion-targeted component; and Moral Reasoning Training is its cognitive component.

Skillstreaming is a set of procedures designed to enhance prosocial skill levels. The training process incorporates modeling, role-playing, performance feedback, and transfer training.

Anger Control Training, ART's emotion-oriented component, takes up an underdeveloped component of social skills training—it teaches participants what not to do. The aim is to enhance self-control, and reduce and manage anger and aggression. Participants are trained to respond to provocations not with anger—but with a chain of responses focusing on triggers, cues, arousal reducers, reminders, the use of an appropriate alternative skill, and self-evaluation of performance.

Moral Reasoning, ART's third intervention, is rooted in the pioneering series of investigations by Piaget and Kohlberg regarding moral development. This research has demonstrated that youth exposed to a series of moral dilemmas within a discussion group format, will arouse an experience of cognitive conflict whose resolution has the potential to advance the youth's moral reasoning to higher levels.

As the ART implementation has spread to schools, delinquency programs, and other settings, short- and long-term evaluations of program effectiveness have been conducted. A combination of research and experience has led to valuable modifications and improvements in the ART Program which are represented in this revised text ten years later (1998).

The first two chapters of the book address the problem of aggression and place the ART strategy within this current social problem. This is followed by chapters addressing each of the three components—Skillstreaming, Anger Control Training, and Moral Reasoning—with each chapter providing the background and rationale for the component, a discussion relating to the concerns for implementation, and a step-by-step lesson plan for the training procedure. Each section is thoughtfully presented with easy-to-use instructions that will be valued by all readers interested in implementation.

> The idea of an inborn and inevitable aggressive instinct has been shown to be a convenient but incorrect myth.
>
> 61

Practitioners will especially value the two chapters that examine the dynamics related to programmatic success. The first focuses upon skill transfer and maintenance, two primary areas critical to the success of all social skills interventions. The next addresses trainee motivation and trainee resistance, major concerns for any program facilitator.

This is followed by the most critical section of all—enhancing procedures—a review of those techniques that may serve to increase the likelihood that participants will integrate the components of the ART program into their daily lives. The last two sections of the book address specific program evaluations along with a summary of what the authors believe ART has contributed so far to prevent and reduce aggression in youths.

Beginning in Chapter One, the ART program challenges historical theoretical models of aggression. "For many years, receptively aggressive people—chronically aggressive adolescents, spouse abusers, child abusers, and others who regularly behaved violently—were told to find a safe way to release this instinctive energy: Blow off steam; beat on the couch or the punching bag or the bobo doll instead. In recent years, however,

such cathartic thinking about aggression has changed, as the idea of an inborn and inevitable aggressive instinct has been shown to be a convenient but incorrect myth. Instead, research has demonstrated that aggression is primarily learned behavior, learned by observation, imitation, direct experience, and rehearsal" (pg. 3).

The authors tell us that the reason "aggression is often difficult to change is because it is taught early, often, and well, and because it is supported and encouraged by important others. It seems to be the best and often only alternative for children and adolescents who have never really learned otherwise" (pg. 8).

> Aggression is often difficult to change because it is taught early, often, and well, and because it is supported and encouraged by important others.

The authors address the issues of aggression in schools and society, commenting that we are currently witnessing a national trend to "downsize deviance." They describe the tendency of teachers and administrators—while reacting to the demands for responses to high levels of violent behavior—to find themselves less capable and resourceful in paying sufficient remedial attention to lower, less intense levels of aggression. Two such lower level aggressive behaviors are bullying and sexual harassment. The authors confirm that it is in fact these lower levels of aggression that serve to comprise school climate, and although extreme (and rare) forms of aggressive behavior by youth command the media's attention, our attention should be directed toward the sociology of daily life events.

To address this deficiency in social skills, the ART training is promoted first as a complex intervention in that it recognizes aggressive youth as characteristically lacking, or weak in many of the personal, interpersonal, and social-cognitive skills that collectively constitute effective prosocial behavior. Second, ART is described as being prescriptive in its adaptability to the variety of learning styles. Further, ART is structured to be situational in its consideration of the importance of those interactions between the aggressive individual and the significant people in his or her life.

Above all, the authors emphasize that ART embraces the viewpoint that aggression is primarily learned behavior. Every act of adolescent or child aggression has multiple causes, both external and internal to the youth. Therefore the intervention must embrace multiple strategies that impact three areas: behavioral, emotional, and cognitive.

A ten-week format of lesson plans is described, with each session respectively devoted to Skillstreaming, Anger Control Training, or Moral Reasoning Training. Of further benefit are the discussions of trainee selection and preparation, trainer selection and preparation and cultural compatibility.

Overall, this work may be viewed as an exemplary resource for all individuals interested in the problems of youth aggression and violence.

Arnold P. Goldstein has been with the Syracuse University Psychology Department since 1963. He is the founder of the Center for Research on Aggression and has written many books on delinquents, gangs, and aggression. Barry Glick, a trained counseling psychologist, has devoted his professional career to the development of policies, programs, and services for adolescents. He has worked in both private child care agencies and state government. John C. Gibbs is professor of developmental psychology at Ohio State University. He is a member of the State of Ohio Governor's Council on Juvenile Justice.

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Dear Colleague:

I want to introduce you to ***The Prevention Researcher*** newsletter— a quarterly newsletter focusing on topics of importance to you, the youth-serving professional. Each issue of ***The Prevention Researcher*** takes important, timely research, and condenses it into an easy-to-read, jargon-free style.

The Prevention Researcher dedicates each issue to a single topic. Over the years we have reported on many facets of prevention including:

- dropout prevention
- teenage tattooing and body piercing
- adolescent pregnancy prevention
- teen suicide
- youth violence
- community-based prevention models
- juvenile delinquency, and
- adolescent eating disorders.

In addition to our quarterly issues (published each February, April, September and November), we also produce an annual Resource Issue. This issue is filled with Web sites, conference listings, book reviews, and other resources which relate to topics we have covered in the past. This is our way of keeping you up-to-date on past topics.

At a yearly subscription rate of only $24.00 for U.S. readers, the response to our newsletter has been phenomenal. Each issue is mailed to 30,000 teachers, counselors, nurses, college professors, and other youth-serving professionals. For your convenience, ***The Prevention Researcher*** is abstracted in ERIC, SocAbstracts and CINAHL (Cumulative Index to Nursing and Allied Health Literature).

Additionally, we maintain a Web site at www.TPRonline.org which we fill with abstracts of back issues, references, some full-length articles, and other information.

We would like to welcome you aboard!

Steven Ungerleider, Ph.D.
Editor

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